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ABSTRACT

Volume 9.1.1 [v9 n1 Winter 2002, Commemorative Anniversary issue] of "Academic Leadership" includes the following articles: (1) "Growing our Own Leaders" by Gary Filan; (2) "Facilitating Change: Leadership's Major Challenge" by Paul Elsner and Larry Christiansen; (3) "Servant Leadership: Robert K. Greenleaf's Legacy and the Community College" by Sanford C. Shugart; (4) "21st Century Leadership Paradigm--Defining the Elements of Community College Leadership" by Peter Burnham; (5) "Designing a Learning College for the 21st Century" by Diane K. Troyer; (6) "The Complexity of Changing Roles" by Kaye Walter and Marilyn Rhinehart; (7) "Need for International Education in Community Colleges" by Steve Quinlan; (8) "Meeting the Needs of the Changing Community College Demographics" by Marie Sheehan; and (9) "Community College Leadership in a World of Uncertainty" by George A. Baker, III. Volume 9.1.2 [v9 n2 Winter 2002] of this journal includes: (1) "Beyond the Campus: Local and Global Partnerships that Work" by Andrew Rezin and Robert Queen; (2) "Curriculum Odyssey (CO2020)" by Lonny Kaneko; and (3) "Internet Use in Community and Technical College Libraries" by Nancy Kalikow Maxwell. Volume 9.1.3 [v9 n3 Spring/Summer 2002] contains: (1) "Leadership Style in the College Now Program" by Rachelle Goldsmith; (2) "Helping Faculty Refine Roles" by Kevin Pennington; (3) "Leadership through Storytelling" by Lane A Glenn; and (4) "Accountability and Truth: the Challenge for Academic Leaders" by Jim Barmby. Volume 9.2 [v9 n4 Fall 2002] of this journal includes: (1) "A Conversation with Yossi Ghinsberg" by Al Seagren; (2) "Toward the Composition of Academic Leadership: a Case for Leadership" by Stephen Horvath; (3) "Leadership: A Personal Journey" by Karen Morelli; (4) "Turning the Tables: Learning/Leading" by Charyl Link; and (4) "How to Build Success into Assessment Teams" by Kristin Anderson. (RC)

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2002**

Jennifer Ramirez, Editor

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The Chair Academy

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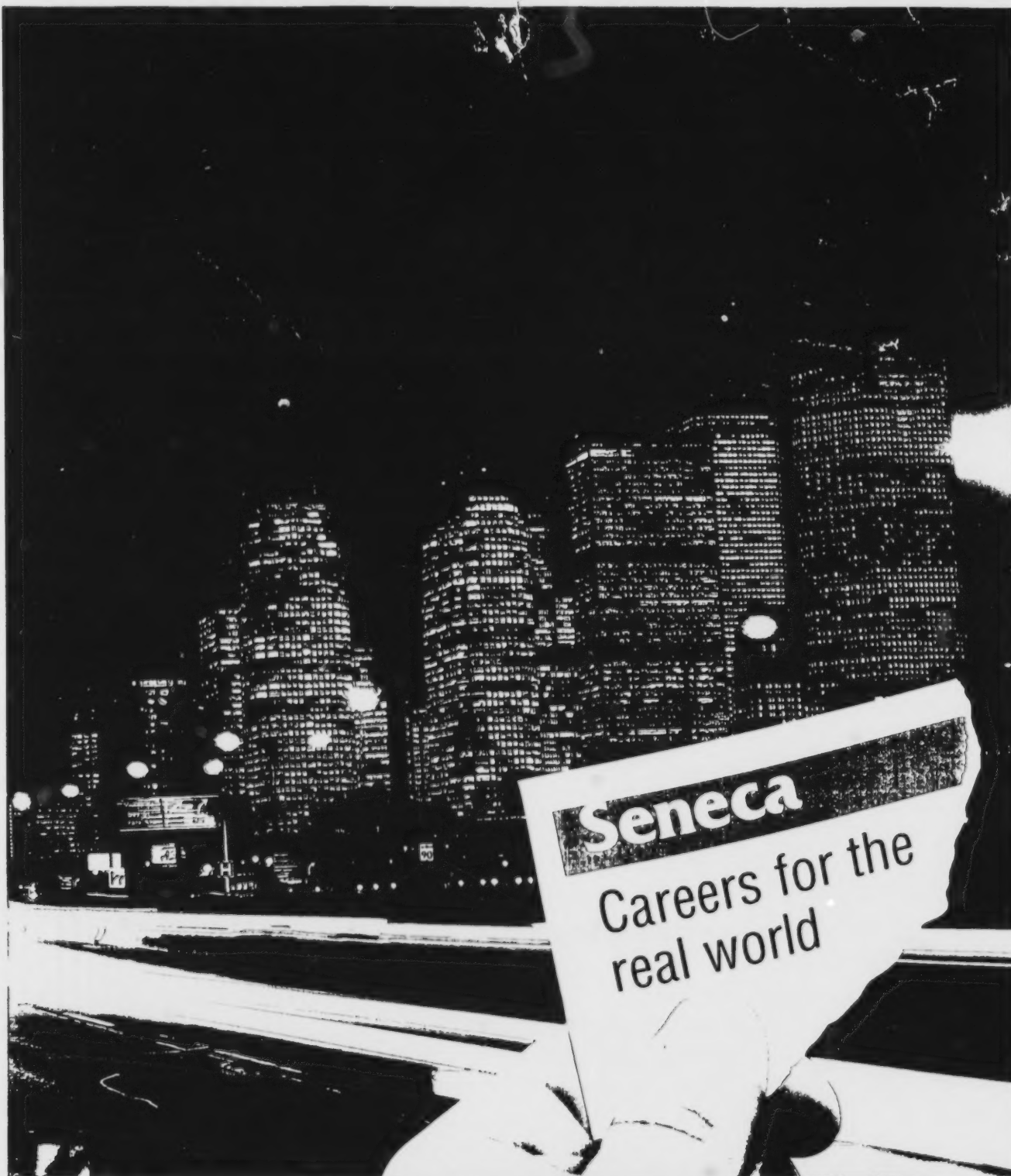
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Vol. 9.1.1 • The Challenge



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THE MARICOPA COMMUNITY COLLEGE DISTRICT IS PROUD TO BE THE HOME OF THE CHAIR ACADEMY. Ten years have passed since its inception. The Academy has played a critical role in researching, designing, and providing leadership training programs and services for community and technical college leaders worldwide.

Due to the large number of leaders retiring within the next several years, there is a critical need for community and technical colleges to implement succession and leadership development programs in order to "grow their own" leaders. The Academy is one organization we can rely on to help us develop our leaders.

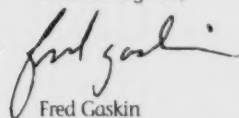
In addition to holding an International Conference for Organizational Leaders each year, the Academy also partners with colleges from around the world to conduct local, state, national and international leadership training programs.

This special edition of *Academic Leadership* celebrates the Chair Academy's ten years of success in working with colleges and their organizational leaders to ensure that we continue to offer the best educational programs and services to our students and the communities we serve. In it you will find leadership tips and tools that are insightful, meaningful, and relevant to all of us who serve in positions of leadership within our colleges.

As a member of the Chair Academy's International Presidential Advisory Board, we have recommended that this special edition of *Academic Leadership* be distributed to the chief instructional officers of every college in North America. I urge you to share this issue among the leaders within your college.

My congratulations to the Chair Academy for its track record of success.

Personal regards,



Fred Gaskin



THE MARICOPA COMMUNITY COLLEGE DISTRICT GOVERNING BOARD IS PROUD TO SUPPORT THE CHAIR ACADEMY'S EFFORTS to advance the field of organizational leadership development for the benefit of community and technical colleges worldwide.

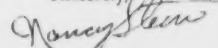
This special edition of *Academic Leadership* celebrates the Chair Academy's 10th year of introducing new ideas and scholarship to progressive administrators, expanding their perspective, and enhancing their understanding of leadership issues in modern education.

As a publication of the Chair Academy, *Academic Leadership* has always endeavored to advance the dialog among those engaged in college leadership through the presentation of the best practices and reports on applied research activities from around the world.

While we realize just how time consuming your professional challenges can be, we on the MCCC Board know that many of you have success stories that your colleagues would like to hear about. Please consider this your invitation to submit an article for publication in the Chair Academy's *Academic Leadership Journal*.

I personally applaud the efforts of the Maricopa Community Colleges and the Chair Academy in their continued efforts to design and publish one of the best journals in the field of community and technical college education.

Sincerely,



Nancy Stein

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A DECADE DEVELOPMENT

BY GARY FILAN

INTRODUCTION

Historically, leadership training has been designed for community college presidents to prepare them for presidency. Few, if any opportunities, have been available to department chairs, as well as other mid-level administrators, who work within community and technical colleges. Unlike the private sector, which devotes a considerable percentage of its training dollars to mid-level managers, community and technical colleges provide minimal or no funds to theirs. According to a recent American Society for Training & Development National HRD Survey, more than 80 percent of private organizations said they offered their employees some type of formal leadership development opportunities.

Leadership programs in higher education are often haphazardly put together at the last minute in response to the administration's immediate request. "Hey what we need at this institution is some sort of leadership training, and we need it now!" Does this sound familiar?

Chairs and other mid-level administrators recognize the need for skills-based training that would assist them with their complex roles and responsibilities in serving as leaders for their respective departments. It is common knowledge that the majority of our chair and

mid-level administrators come from the ranks of faculty and are ill prepared to assume the responsibilities of supervising and leading a department or area within their college. Instead, their focus and preparation has been around learning a specific content area of expertise in preparation to serve as a faculty member. Chairs and other mid-level administrators are typically thrust into positions that require behaviors considerably different from those they practiced as a faculty member. Learning how to shift one's loyalty from a specific discipline to the institution, developing the skills to resolve conflicts, and knowing how to build an effective team whose members respect one another and embrace differences, are three of the many challenges faced by newly elected or hired leaders. Serving as a chair or administrator requires a different set of skills and an understanding of the overall organizational culture. Few community and technical colleges provide any kind of formalized training to assist their new or experienced mid-level leaders to develop the needed academic and administrative leadership skills required for their new positions.

It is the belief of the Chair Academy that leadership is learnable — at all levels! It is critical that our leaders learn and understand that the educational business we

are in is about students and the people we work with on our teams and, therefore, leadership training must embrace the authenticity and humaneness of our leaders.

A LEADERSHIP TRAINING ORGANIZATION IS GROWN

In 1990, a group of department chairs and administrators from Maricopa Community Colleges identified the need to provide training for department chairs. Their vision was to provide the necessary training to support chairs to "advance academic and administrative leadership." Twelve years later this vision still remains as the guiding force and focus of the Chair Academy. The only change to the present day vision statement of the Chair Academy is that we have added the word "globally" to the end. We strongly believe that growing leaders in higher education is a global issue in which we all need to work together to better understand our similarities and celebrate our unique and special differences in order to better serve our diverse group of students.

In 1991, the focus of the Chair Academy was to provide programs and services to meet the needs of department chairs. The Academy recognizes that substantive operational and instructional issues within community and technical colleges are operationalized at the department level. Therefore, it was recognized early that department chairs played a critical role in the success of an institution. It has been said many times that the chairs are often overworked and under prepared for their jobs. This is also no different for other mid-level administrative positions in our colleges. Therefore, in 1994, the program and services offered through the Chair Academy were expanded beyond chairs to include other organizational leaders within the college.

The importance of leadership training and growing our own leaders by providing them with the essential skill sets is now greater than ever before due to the large number of retirements. The U.S. Department of Educational Statistics notes that about 20% of full-time faculty and staff at colleges are 61 or older, and an additional 40% are between 51-60. Mid-level organizational leaders are the logical focus for training the next generation of college executive leaders.

In 1991, a survey was distributed to chief instructional officers to describe some of the key characteristics of the department chair position and identify leadership-training needs. Of the 426 college officers who responded, 70 percent indicated that no formalized training was provided. In 1992,



in conjunction with the Center for the Study of Higher and Postsecondary Education at the University of Nebraska, another survey was distributed, this time to department chairs at all community colleges in North America. A total of 3,000 surveys were returned, yielding a response rate of 32 percent. The results provided the first comprehensive study of the position of department chair in community and technical colleges. The study also provided information, which identified the leadership training needs and topics that department chairs need in order to be effective leaders. These two studies served as the eventual foundation for a variety of programs and services, which were to be offered by the Chair Academy to organizational leaders in community and technical colleges worldwide.

ANNUAL GATHERING OF INTERNATIONAL LEADERS

The first program offering to meet the leadership training needs of community college leaders was an international conference. Our first international conference was held **in 1992** with over **650** participants. This year, 2002, we will be celebrating our 11th annual conference. The Chair Academy recognized that if we were to be successful and meet the leadership training needs of community college leaders we would have to design a conference that was different from the other conferences. The following elements remain as the cornerstone of the design of our annual conference.

Learner-centered. All concurrent and roundtable session are designed to involve participants in discussion and activities. Presenters are encouraged to engage and involve participants actively during their hour and half session. The idea is to draw on both the expertise of the presenter as well as the knowledge of the participants. There is no theatre-style seating at the conference. Roundtables are used extensively to allow for greater interaction and networking among participants.

Discipline-specific. On the first day of the conference, participants meet with colleagues from their respective discipline or administrative area to further discuss specific issues pertinent to their jobs. This also provides them an opportunity to meet again in small groups at other times during the remaining portion of the conference.

Topic relevance. Concurrent sessions and roundtable discussion presented during the conference are selected based on the immediate relevance to educational leadership.

Conference proceedings.

All presenters, including keynote speakers, are asked to submit a paper related to their presentation. These papers are distributed on a CDrom to each participant. These papers provide participants with the opportunity to review all of the topics and presentations of the conference, especially those sessions they are unable to attend, and to follow up with the presenters if more information is desired.

Social activities. Any good conference requires an array of social activities that allow for networking opportunities. We offer a dessert social, a themed dance and college T-shirt exchange, and a plated luncheon.

College hosts. Each year the Chair Academy collaborates with community and technical colleges in the area where the conference is being held to obtain local support through volunteers and sponsorship of activities. In turn, we showcase these colleges and actively involve them in our overall program of activities and sessions.

SUCCESSION PLANNING AND LEADERSHIP TRAINING AND DEVELOPMENT

The Chair Academy's second leadership program offering was designed to provide in-depth, skills-based training in the areas of academic, administrative, and organizational leadership. The data collected from our 1991 & 1992 surveys, combined with a thorough review of the literature from the field of leadership, resulted in the design of the Academy for Leadership Training & Development.

Since our first pilot program, in 1992, over 3,000 leaders within community and technical colleges worldwide have participated in our Academy for Leadership Training & Development.

Our program goal is to provide relevant, learner-centered training and professional development, which is engaging, meaningful, and practical, and results in participants having a transformational leadership style. We define a transformational leader as someone who consistently generates a set of feelings of competency in others. A transformational leader can make use of both the teacher and learner roles when developing a team or working on a project. Transformational leaders develop a sense of community, a "we-ness" with their colleagues.



The Academy is usually a year in length and includes ten days of learner-centered leadership training. Our typical program offering begins with a five-day skills based program followed by a yearlong practicum experience, and concludes with another five days of training. Based on a best practice model and the concept of training-over-time, the Academy program

allows participants to thoroughly understand, internalize, and apply leadership concepts and skills.

The practicum experience is designed to provide participants with the opportunity to implement an Individualized Professional Development Plan, which reflects the leadership topics presented and skills learned during the first week of training. During the practicum participants select a mentor, participate in reflective practice and journaling, and complete pre/post surveys, which measure changes in leadership behavior and practices. Supervisors and colleagues, through a 360-degree evaluation, also provide feedback to participants. In addition, participants are subscribed to a list-serv that provides additional leadership information and support throughout the practicum. The participant's mentors and supervisors are also subscribed to a list-serv in which information is provided to them with regards to how they can support participants in their leadership journey.

Leadership topics include, but are not limited to, the following: complex role of the transformational leader, understanding behavioral work styles, leading in a time of change, building effective work teams, strategic and scenario planning, managing conflict effectively, leading part-time staff, encouraging and managing diversity, the leader's role in evaluation and staff development, and situational leadership.

There are a number of program principles and values that serve as the foundation for the Academy leadership program:

- ☐ building of a learner-centered and caring community of learners
- ☐ emphasizing a transformational leadership style
- ☐ appreciating, valuing, and respecting differences
- ☐ program content is relevant and is practical
- ☐ results in change and professional growth
- ☐ encourages reflective practice and journaling
- ☐ understanding of self in order to understand your organization
- ☐ you can make a difference.

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These themes, along with the leadership topics and practicum experience, have resulted in a program that has achieved an exemplary level of success, both nationally and internationally. Presently, we offer three national programs each year in the United States, numerous statewide programs, an Alberta and Ontario program, an Australian program, and an international program in which the first week of training is in the Netherlands and the second week is held in England.



A PRACTITIONER'S GUIDE TO LEADERSHIP

In addition to our annual international conferences and our intensive, skills-based leadership programs, the Chair Academy also publishes *Academic Leadership*, a journal published three times a year. Our first journal issue was published in 1992. Its purpose is to provide a formal outlet for leaders in community and technical colleges worldwide to share ideas, applied research projects, and describe best practices. It is the intention of the editorial board to try and never reject an article that has been submitted, but rather to work collaboratively with authors to further develop their articles in order to make them exemplary.

Unlike the university setting where publishing is connected with tenure and is a part of their culture, community college leaders focus more on teaching and learning practices, programs, and services. Our journal, *Academic Leadership*, allows for leaders to share their best practices and their tips and tools with other community college leaders from around the world.

WHAT LIES AHEAD IN THE DEVELOPMENT OF LEADERS

As we examine the community college movement of the past years and look at its rich history, we realize that the time is near when a significant number of our current leaders will be leaving our ranks due to retirement. Immediate action needs to be taken by colleges to identify and develop our future leaders. Community and technical colleges need to look at how they are going to "grow" and mentor their future successors internally.

It is important that we look at succession planning not as a replacement issue, but as a strategic responsibility to be shared among the organization's stakeholders. The leader of the future must be a tireless, inventive, observant, risk-

taking, and an ever-hopeful builder and enabler of management and leadership teams within the college. If successful, the leader will have created an environment in which teams of leaders carry out the organization's vision, goals, and purpose. By working together, these teams will accomplish more than their individual members ever could.

We are looking to our present-day executives to act as servant leaders and to plan for the succession and development of future leaders. It is the goal of the Chair Academy to become a catalyst for a systemic movement focused on developing the leadership skills needed by chairs, deans, and other organizational leaders, which in turn will help posture community and technical colleges as a vital component of higher education in the twenty-first century.

The Chair Academy will continue to work with and connect colleges from around the world to share information, ideas, and best practices through its various program offerings and services. Understanding, appreciating, celebrating, and embracing differences can only help bring the world a little bit closer together and help the educational community provide the very best educational programs and experiences to the students and communities they serve. Employees are the most important asset of our colleges. We need to invest in their professional development and provide them with the necessary leadership skills needed to develop a learning organization that is truly student centered.

SPECIAL NOTE FROM THE EXECUTIVE DIRECTOR

The Chair Academy is very appreciative of the support provided by the colleges who have advertised in this special edition of *Academic Leadership*. This has enabled us to distribute this issue to all community colleges in North America.

The Chair Academy is proud of the quality and practicality of this journal and encourages leaders to both subscribe and submit articles. subscription forms and guidelines for submission of articles can be found on our web page at www.mc.maricopa.edu/chair.

In this issue, we have identified a number of key leadership issues and topics that are pertinent to leaders within the community and technical college setting. Our authors are highly respected and recognized both nationally and internationally for their leadership and contributions to community and technical colleges. I hope that you will enjoy this special edition of *Academic Leadership*, which represents the Chair Academy's 10-year anniversary.



GARY FILAN



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facilitating change:

By Paul Elsner
and Larry Christiansen

PAUL ELSNER AND LARRY CHRISTIANSEN PRESIDED OVER MAJOR CHANGES IN THE MARICOPA SYSTEM. Paul Elsner was 23 years as Chancellor, and Larry Christiansen was at both Glendale Community College, and currently is President of Mesa Community College, the largest of the ten Maricopa Community Colleges. Larry Christiansen's college houses the International Chair Academy and the National Community College Campus Compact Center among its several initiatives. Paul Elsner is a Senior Advisor to the Center for Teaching and Learning and is the founder of the award winning Phoenix Think Tank and the Sedona Conferences.

We should clarify that change is hugely complex, often elusive as a leadership strategy and almost impossible to achieve in some cases. Moreover, change runs counter to our normal leadership impulses to maintain stability and predictability in the organizations over which we preside.

This latter statement is dramatically supported when your campus is hit by an assault, a crisis, a bomb scare, a scandal or other sudden unfortunate events. A leader's first impulse is to steady the college, establish its equilibrium, and regain the controls — anything but change is on a president's mind. So we also make a case that our slowness to respond, and that our bureaucratic, slower response is also a valuable check and balance in the face of unwanted change and external forces that more often need to be shaped than fully yielded to.

Peter Senge has said that change is like speeding up evolution. But speeding up evolution is too slow. We can't wait for evolution — after all, three million years to grow a lung; sixty more to grasp a spear; maybe ten to light a fire.¹

This analogy overstates the situation higher education faces, but it illustrates that our evolution is too slow in the face of rapid-fire external changes. The prospect of our becoming eclipsed by such speed of change is quite real.

But the central questions seem to be as follows:

Why is change so difficult? Is there a change strategy? What are the costs and benefits of change?

Leadership's
Major
Challenge

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In response to the first of these questions, we have partially answered the question in the introduction. Change is not our first natural impulse. Stasis might more likely be our impulse. Margaret Wheatley, however, believes that stasis may be the precursor of our demise, even death.² Senge may be right that change is like stepping up evolution. We can conclude then that change is really hard.

Both of us sought system consensus in getting other executives to organize a strategy that would under gird change. We sought as a chancellor's executive council to think more strategically. This brought us to such questions like, "Why don't we not only think more strategically, but also collaborate more."

Again, we are reminded of Senge's admonition in a Sloan School sponsored lecture: "In America, we shoot collaborators."³ Senge also added that in evolutionary terms, collaborating is analogous in growing a lung. The culture of competition just does not reward most collaboration.

Senge is also careful to point out what change is not:

AFP: Another fine program

Multiple agendas: There must be a lot of change happening because so many things are going on around here.

Confusion: Same as above

Reorganization: CEOs like to reorganize; one of the few things left for them to do.

We are both troubled that much of modern day change is rapid, almost exponential in its rampaging pace. But more often such change is external to education. U.S. manufacturing all but reinvented itself in the 80's and 90's.

The health care industry recreated the entire health provider landscape for better or for worse, but change it did. Higher education's pace of change pales in comparison. Why? Not a simple answer. We propose that we look at the many complex aspects of change and sort out a multiple strategy. There are no silver bullets, but there are effective change interventions. Lets look at some of them.

Change to the Margins

It is sometimes impossible to alter core functions, but change at the margins of an organization can find the necessary protection and safety, for even radical change.

The once robust Motorola University housed at Mesa Community College, in its formative years, was driving over 80,000 person training hours a year at billings to Motorola in excess of eight million dollars annually. Motorola University equaled a Maricopa midsize campus, such as a Scottsdale Community College, in the span of about five years of growth. By marginalizing Motorola University to a more decentralized business and industry function, it flourished and grew to one of the largest training operations in the world. Had either the district administration or Mesa Community College dropped this project in the middle of the other perceived higher priorities of the departments and faculty, it would not have likely gotten off the ground, much less flourished. Moreover, Mesa Community college set the program up in such a way that if it should close down, no adverse effects on the general fund would occur. MU brought the college the experience and the intellectual capital of a huge initiative, by allowing it to succeed at the margins. One could argue that changing an organization is often so difficult that creating a new organization within a college may actually be just as productive if not less painful. We cite Mesa Community College's hugely successful creation of the Red Mountain campus as an example. Many issues became focus matters on the main Mesa Community College campus because the planning processes were forced to invoke them. Issues the college community was required to confront became forum matters of wider dialog in the academic community. Refinements of cost models, the clarification of technology and learning support, the deployment of faculty in more creative ways became central matters of discussion, and pent up needs for creative roles and responsibilities of gifted faculty came to be actualized by the opening of the Red Mountain campus. The final comment on this change strategy, that of creating a whole new institution, is that it opened on its first day of operation on its striking new campus in late August and early September of 2001 with just under 3000 students with solid enrollment gains at the main campus of Mesa Community College as well.

Residual Value of Larger Change Processes

Maricopa lead the nation in quality training and TQM implementation but it did not buy lock, stock, and barrel all



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Paul Elsner

congratulates

The International Academy for Leadership Training & Development
on its tenth anniversary
and invites you to **The Sedona Conference.**

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aspects of quality. Rio Salado College fashioned continuous improvement as its forte and still does. The District as a whole trained over 400 facilitators in quality processes which allowed faculty, support personnel, deans, and presidents to deploy valued facilitative tools, out of which brought rich forums and Governing Board adopted strategic conversations which continue to frame, to study, to examine, and to find disposition of critical issues among the Maricopa Community Colleges. Mesa Community College processes such college-wide dialog. These conversations became a natural response to sorting out shared values and strategic direction of it campuses.

In brief, in promoting more monolithic change, residual values may accrue from larger, even redirected change efforts. Often sub-sets of change may follow larger change events. These residual benefits are part of natural change evolutions.

Empowerment and Decentralization

If we measure our capacity to change by only the leader's accomplishments, we are harboring a restricted change philosophy. Theories of empowerment have much to do with our own inner security to entrust others to achieve to the highest performance. This presupposes faith in those you lead. The more profound aspects of this ability to empower others, bears on our own connection to an inner-life and what we want of our colleagues and associates. It calls on us to celebrate the accomplishments and the gifted talents of others. It calls on us to not cancel each other out. In higher performance organizations, we enhance the highest human

potential. We create a community of pride and vast achievement. We become secure in the knowledge we gain from interesting failures. We sort of "fail forward" at times. But we accept the cost of change as a normal course of our community.

To close, we reason that change is hard. Cultural norms discourage us at times. Such restraints of the lack of collaboration of a trusted community can hinder change. We stated that some hyper-activity could be mistaken for change. Change is not necessarily just another fine program.

Finally, we argue that change is no single leadership accomplishment. Change may come as a valuable residual of other change efforts. And it certainly comes about by the climates we create as leaders. The leader may be seen as a change agent. But the real agency of change is among our many staff. It is the people who make change. We stand by this final and most important premise.

END NOTES

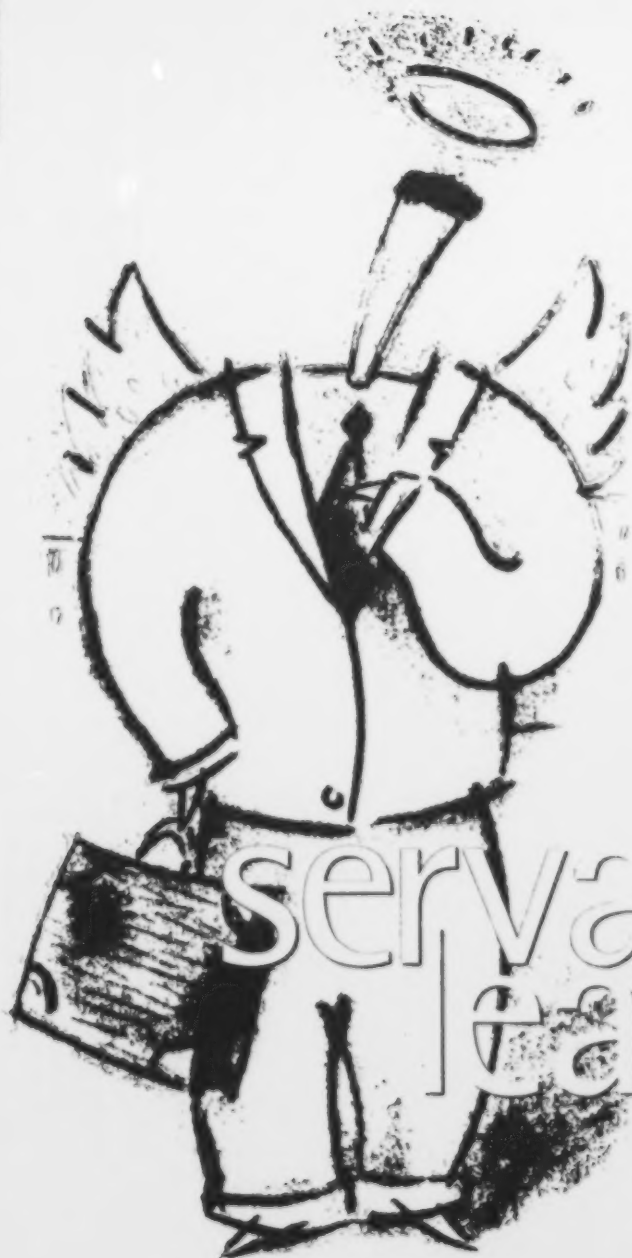
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Paul Elsner
Chancellor Emeritus



Larry Christiansen
President, Mesa CC



The term "servant leadership" has begun to find its way into management literature and common usage in our organizations. To most it represents some kind of fundamental reorientation to a core of values for both our leaders and our organizations, involving putting people and ethical considerations intentionally ahead of short-term institutional or personal self-interest. Many find this especially attractive in this era of profound organizational changes that threaten to marginalize both those who work in the organizations and those our institutions were created to serve. But to most, the concept is no clearer than this, and represents in the main a yearning for value, for respect for the human spirit in the workplace.

In the late 1960s, after a lengthy career in organizational research with AT&T, Robert K. Greenleaf retired and began to develop his thoughts on organizational life and leadership in the form of essays. Within a very few years, the reflections of this gentle Quaker man had captured a wide audience and were collectively published in the first of several books, *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*¹. Other publications followed, as corporations, colleges and universities, and others began looking seriously at introducing his concepts into the practice of their leaders and the culture and structure of their institutions. Although Mr. Greenleaf died in 1990, his work continues to be supported through the Robert K. Greenleaf Center for Servant Leadership in Indianapolis, IN.

The central themes of Greenleaf's thought on servant leadership can be summarized from excerpts from his own work. This summary will include an overview of the principle of servant leadership, the mission of servant leadership, and the character of servant leadership at both the individual and institutional level.

servant leadership

BY SANFORD C. SHUGART

**Robert K. Greenleaf's
Legacy and the
Community College**

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14

The Principle of Servant Leadership

In one of his earliest essays on the topic, Greenleaf wrote,

"A new moral principle is emerging which holds that the only authority deserving one's allegiance is that which is freely and knowingly granted by the led to the leader in response to, and in proportion to, the clearly evident servant stature of the leader. Those who choose to follow this principle will not casually accept the authority of existing institutions. Rather, they will freely respond only to individuals who are chosen as leaders because they are proven and trusted as servants."²

Greenleaf not only spent his whole career in the largest corporation in the world, but also found himself deeply engaged as a trustee and consultant with colleges and universities during the turbulent period of the late 1960s. These experiences combined to cause him to reflect deeply on issues of institutional alienation, the legitimacy of authority, and new models of leadership. The principles above undergird all of his later thought and writing.

The Mission of Servant Leadership

"This is my thesis: caring for persons, the more able and the less able serving each other, is the rock upon which a good society is built. Whereas, until recently, caring was largely person to person, now most of it is mediated through institutions..."³

Greenleaf believed that our institutions were the glory and the bane of modern society. They are our glory because they permitted for the first time in history the extension of essential human services like health care and education beyond the wealthy few to the masses. Our hospitals, schools, universities, social agencies, etc. are one of the twentieth century's greatest achievements. But these institutions are also a bane on our existence, as anyone can tell you who has waited, injured, in a hospital emergency room while health insurance is verified. The great frustration is that they were created to be of service, but often behave in unresponsive, bureaucratic, even destructive ways. Greenleaf would argue that they do this because institutions have lives of their own. They are not merely the sum total of the more or less good or evil people who populate them. And over the long term, these institutions, as well as business organizations, will behave in ways that preserve the organization, even at the expense of the clients they are supposed to serve.

Therefore, Greenleaf sees as the central mission of the servant leader calling the institution back to its fundamental mission of service:

"...to raise the capacity to serve and the very performance as servant of existing major institutions by new regenerative forces operating within them."⁴

He describes it as "redemptive" work and explores in some detail the role of the trustees, the organizational structure, the work of the formal and informal leaders, and some of the processes of governance and management that will serve to regenerate the organization.

The Character of Servant Leadership

Greenleaf believed deeply that only a servant leader could successfully call an institution back to its basic servant ethic. Much of his best work was spent in reflection on the basic characteristics of an effective servant leader. For Greenleaf, a servant leader was characterized by a pattern of:

PERSUASION OVER COERCION—Indeed, his whole philosophy was built toward creating a society that was more just and less coercive. Using examples such as the early Quaker abolitionist John Woolman, he describes the obvious advantages of one who changes others' actions by changing their hearts. Greenleaf apprehends what I ultimately clear to most in leadership: with coercion the best one can hope to receive is compliance. No great institution was ever built on mere compliance.

"ENTHEOS" OR SUSTAINING SPIRIT OVER EGO—There is a persistent and pernicious myth in leadership (with a legitimate literary source) that great institutions are the "lengthened shadow" of their presidents. We can all give thanks that this is not so. Many of us could name just in the field of community colleges a half dozen or more very fine colleges whose leaders are certifiably "around the bend," as my English friends used to say. Such identification with a single personality, and the cultic interest in the person in the CEO role, is typical of our American worship of heroes. We want to know all the details of their personal lives and believe strongly that their success is the direct product of some set of special characteristics they possess. By contrast, consider Mother Theresa of Calcutta. What do most people know of her personal life, or her successes and failures? What we do know is the depth of her identification with the poor. This is entheos.





FORESIGHT OVER CONTROL—Our ancient tradition of command and control deceives us. We have come to believe that the great leader is the one who runs a "tight ship." Yet, all the control in the world is of little use for an organization when the leadership cannot anticipate the future. Conversely, when the future is well anticipated and the organization well positioned, little control may be necessary. In fact, a loose organizational culture can often get superior results.

LISTENING OVER DIRECTING—Greenleaf emphasized often the power of listening to transform both the leader who listens and the follower who speaks. Isolation and hubris combine to topple even the best leaders when they become isolated by position or habit. Listening is the source of organizational health. This, by the way, is not just a matter of technique, but of character. It's one thing to practice the techniques of effective listening; it is quite another to have the humility to believe one needs to hear what the other is saying.

ACCEPTANCE AND HEALING OVER JUDGEMENT—Our organizations and our leaders are better at assigning blame than forgiving fault. One of the blessings of accountability in an authentic community is that it is designed to bring improvement, not judgment. Our common work lives are so filled with wounded people and wounding situations. Leaders who can heal are a treasure.

THE ART OF "SYSTEMATIC NEGLECT" OVER PERFECTIONISM—Most of our organizations have become pressure cookers, not so much from the risks inherent in our work than from the sheer volume of demands to which we must respond. Many are not worthy of our concern, but it requires both strength and wisdom to choose to focus on the few things that matter and let others be neglected.

Beneath all of these patterns marking a servant leader, Greenleaf found a basic commitment to the work community marked "by each servant leader demonstrating his or her unlimited liability for a quite specific community related group."⁵

To guide the individual choices that beset all leaders in our complex organizations, Greenleaf developed a sort of standard against which to test the decision:

"Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? What is the effect on the least privileged in society: will they benefit, or, at least, not be further deprived?"⁶

Much of what Greenleaf writes on the subject of the servant leader resonates with a growing popular management press. The work of Kenneth Blanchard, Stephen Covey, Hyler Bracey, Peter Vaill, Scott Peck, and others contains many of the same principles of leadership behavior and style commended by Greenleaf. And the dramatic growth in the popularity of these various writers suggests that Greenleaf's hypotheses about leadership have found fertile ground in which to grow.

The Institution as Servant

Unlike much of the current literature, however, Greenleaf goes beyond the notion of an heroic servant leader transforming an organization. He points to a number of structural changes in the shape and culture of the institution that are necessary for its regeneration and continued health. Foremost among these is that the institution must be led by "regenerative trustees."

"...the questionable performance of major institutions is not the result of incompetence or poor motives or lack of industry in the internal administration and leadership, but stems rather from an inadequate concept of trust in the governing boards and their failure to accept a more demanding role."⁷

Several of Greenleaf's essays dwell on the preparation of trustees for more demanding roles and their obligation to accept them. This also reorders, to some extent, the way that the trustees and senior officers share authority in the organization. Greenleaf, for example, believes that the trustees have responsibility not only for the hiring of the CEO, but also the design and staffing of the entire senior administration. In recommendations that would chill the heart of most college presidents, he even argues for an independent staff function to keep the board independently informed!

In other areas of organizational behavior, Greenleaf argues that a servant institution:

MODIFIES ITS HIERARCHY INTO TEAMS BASED ON A PRINCIPLE OF "PRIMUS INTER PARES." Greenleaf views the hierarchical structure of our work to be dangerous and isolating to the leaders. Instead, he suggested (in the late 1960s) new models of team leadership that share responsibility and creativity while recognizing the

need for someone to be more clearly liable than anyone else on a particular issue. This *primus oncept* can be very liberating to any leadership team.

HONORS QUESTIONS AND CRITICISM. This is both an attitude, a part of the culture of a servant organization, and a discipline for learning and improving. Dissent is essential to the health of an organization, not just for fixing problems, but for promoting health. As Greenleaf paraphrased, the healthy organization, like the healthy body, is not the one with the most medicine, but the one with the most health generating processes at work.

SYSTEMATICALLY ATTENDS TO ITS LEGITIMACY. How easy it is for organizations and their leaders to believe their own rhetoric. This is especially true in institutions with essentially noble purposes, like a community college. Greenleaf called this the "presumption of virtue." Servant institutions learn to monitor their rhetoric against the reality of those they serve.

ACKNOWLEDGES AND TENDS TO THE CORRUPTING INFLUENCE OF POWER. Failure of leadership is too often a predictable failure of the ethical life of the leader as a direct consequence of success. Leadership comes ready made with temptations to privilege and entitlement. Who approves the president's travel? How are trustees held accountable? Servant institutions prepare for these dynamics by providing processes that protect the leader and the institution from such common failures.

MAKES EXPLICIT ITS ASPIRATIONS TO SERVE AND MONITORS BOTH THE ACCOMPLISHMENTS AND THE ATTITUDES OF THE SERVED. Service is a human function, mediated one person at a time. To avoid those we serve from become faceless populations, or statistics, our principles of service should be named, our challenges openly explored, our rules and assumptions regularly challenged. At the root of this is a conviction that service must be personalized and that paternal attitudes avoided.

BALANCES THE STABILITY OF GOOD ADMINISTRATION WITH THE CREATIVITY OF LEADERSHIP. Greenleaf never accepted the easy dichotomy of management and leadership. He believed that effective leaders provide for a tension between the necessary predictability and comfort of good management and the edgy risk of leading into unknown territory, with all the chaos and uncertainty this involves. He would say that leaders earn the trust to lead into such circumstances in part because of their good management skills.

BUILDS TRUST BY PERFORMANCE AND REJECTS BOTH BLIND TRUST AND TRUST BASED ON CHARISMA. At the very bedrock of Greenleaf's thinking is that leadership is not just a role to be performed, but a life journey to be pursued with one's whole heart and spirit. It is the very authenticity of this way of leading that makes it so powerful and gives it the possibility of transforming both the institution and the larger society.

Issues for Community Colleges

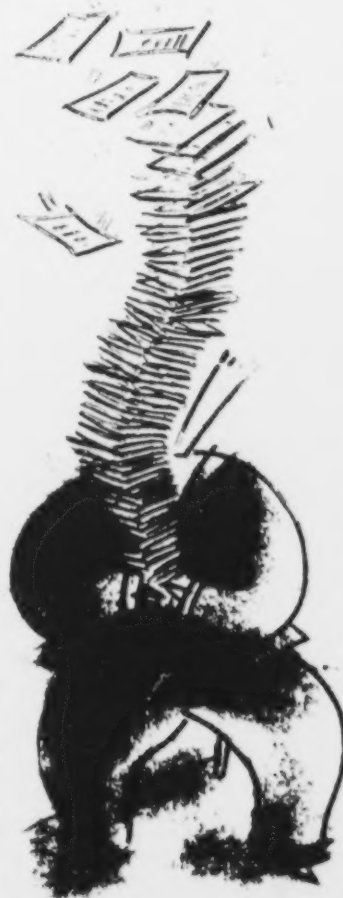
Our colleges are perhaps the most vital of the servant institutions created in the twentieth century. But before we pat ourselves on the back, we would do well to recognize that this may be no more than a reflection of our institutional youth. With time, we are probably subject to the same internal forces that ultimately turn those we serve into nameless clients, and ultimately into sources of revenue, or worse, distractions.

Among other issues this raises for community colleges are the following:

ARE WE FALLING PREY TO WHAT GREENLEAF CALLED "THE PRESUMPTION OF VIRTUE?" In one of his essays, he doubted that the best pioneering work in servant leadership would be done in institutions like ours because we are blinded to much of our own institutional failure by our overriding ethical mission and thus reluctant to believe reforms are needed. What health promoting processes in our own organizations keep the experience of those we serve before us in a fresh way to challenge our assumptions about the way we think we must serve them?

GREENLEAF WROTE MUCH ABOUT THE PROBLEM OF POWER AND COERCION, especially of students in colleges. Are our ethical senses dulled to the thorny problems of compelling even adult students to do things our way? How is civility promoted in the mutual respect of teacher and student, or student and bureaucratic institution?

DO OUR STUDENTS EXPERIENCE THE COLLEGE AS UNIQUE PERSONS DESERVING UNIQUE RESPONSES TO THEIR NEEDS? Or have we succumbed to the assumptions of consumer capitalism, treating students as customers and thereby unwittingly cooperating with the commoditization of education? Have our students become units of consumption (FTE)? Could anything be more alienating to a student than the manipulation that comes with this view?



Sanford C. Shugart
President, Valencia CC



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CAN ANYONE IMAGINE A COMMUNITY COLLEGE PRESIDENT WILLINGLY GIVING MORE AUTHORITY TO THE BOARD OF TRUSTEES? Will trustees make the investment of time and sacrificial support necessary to healthy trusteeship? HOW COULD THE PRIMUS CONCEPT CHANGE THE DYNAMICS OF YOUR SENIOR LEADERSHIP TEAM AND THE RELATIONSHIPS AMONG FACULTY, STAFF, AND EXECUTIVES? WHAT MISSION DO WE HAVE FOR DEVELOPING A NEW GENERATION OF LEADERS, EQUIPPED WITH A NEW SET OF ASSUMPTIONS ABOUT THE NATURE OF LEADING AND FOLLOWING? Can such things be learned in an institution that isn't actively practicing them?

Final Words

There is a tendency to take for granted at some level that being a servant, at least within some limits, is a good and natural thing. Some may even wonder why we make such a big deal about servant leadership. Such a view, I believe, underestimates the severity of the risks of organizational life. Aside from the ordinary weaknesses of character and insight shared by all human beings, our organizations have lives of their own and operate in a society that is far from perfect. Most institutions are not strangers to destructive, even diabolical influences in their midst. They may even seem an unavoidable cost of doing business. For these reasons, undertaking to walk the path of the servant leader is filled with risk. In Greenleaf's own words:

*"as I ponder the fusing of servant and leader, it seems a dangerous creation: dangerous for the natural servant to become a leader, dangerous for the leader to become a servant first, and dangerous for a follower to insist on being led by a servant. There are safer and easier alternatives available to all three. But why take them?"*⁸



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21ST CENTURY LEADERSHIP PARADIGM

BY PETER F. BURNHAM

COMMUNITY COLLEGE DEVELOPMENT IN THE 20TH CENTURY

The American Community College movement has evolved through the 20th Century to emerge as the uniquely innovative structure for higher education delivery. Conceived as a transitional educational experience in the late 19th Century by traditional academics who were seeking to maintain a sense of purity. This was in contrast to the traditional university environment where egalitarianism and broad access to extended learning were becoming the goal of a more socially-blended nation. The junior college/community college movement has, in 100 years, become the primary provider of post-secondary education in the U.S. There are 13.5 million students enrolled in our 1,100 colleges throughout the U.S. Over 800,000 students a year receive either certificates or Associate Degrees from United States two-year colleges. (AACC, Facts, 2001)

The national call for higher education access promoted by the passage of the GI Bill in 1944 and the Truman Commission Report of 1947 spurred the phenomenal growth of this dynamic educational concept. The report was a response to the overwhelming demand of the populace for access to advanced learning in an emerging "age of technology" spawned by the enormous industrial growth during World War II. The United States was consumed with both a personal and professional need for learning in a mode that was convenient, inexpensive, student-centered, and flexible; and, this learning was targeted to the practical needs of a generation seeking "the better life."



LEADERSHIP IN THE TWO-YEAR COLLEGE MOVEMENT

The mature and adaptive nature of the American community college is a reflection of its diverse missions, as well as the zealous leadership that has evolved the concept through the past century. Two-year college leaders have been a unique and discreet body of educational practitioners—possessing, evolving, developing, and demonstrating distinguishable skills sets. Although these are leadership traits found in community college leaders that are common to all leadership roles both within and outside of education, it is evident that because of the special nature of these two-year institutions and their responsibilities, there are leadership elements distinct and singular that must be nurtured in order to successfully fulfill the mission of a community college.

Leadership within any higher education setting is dependent upon the personality traits of an individual, as well as the organizational and operational climate both internally and externally. To define a

paradigm of characteristics inherent in community college leadership roles requires an acknowledgment of the unpredictability of the chemistry of these variables in any situation. However, a basic, historic foundation (Vaughan, Cohen, and Brawer) enables one to define a broad list of conditions that translates to all periods of the development of community colleges and to offer a firm foundation for the two-year college leadership paradigm.

There was little or no formal training of community college leaders during the first 15 years of the so-called "golden age" of community college development (1947-1960). Many presidents and faculty of two-year colleges were migrants from secondary education with its rather rigid sense of structure and curricular approach reflecting little of the flexibility needed to address the unique student population or mission needs of the "new" community college student. Likewise, leaders also came from university settings with an equally inappropriate set of leadership skills targeted to meeting an

institutional environment that was populated with students of extremely diverse backgrounds seeking education that was more eclectic and, in many cases, more basic than the university setting.

It was not until the 1960's, specifically the inception of the Kellogg Foundation's Junior/Community College Leadership Fellows Program, that a focus on unique traits for leading within the two-year college began to emerge. This highly innovative program enabled Fellows to focus on a defined set of skills sets for promoting both curriculum and the operational management of the two-year college. When the program ended in 1974, 485 Fellows had been involved. (Vaughan) Many of the founding presidents of two-year colleges in the 1960's and 1970's were graduates or protégés of graduates of the Kellogg Leadership Program. Although not totally encompassing, the Kellogg initiative evolved a set of fundamental skills for two-year college leaders that became the core of two-year college leadership development programs for the next 25 years.

In the United States, there are nearly two dozen centers for community college leadership development either functioning independently or affiliated directly with major universities as part of their graduate program in educational administration. Literally thousands of research efforts per year are initiated in the study of two-year colleges with many focusing on the role of leadership.

It may seem excessively presumptuous to attempt to capture a basic core or paradigm of the historical evolution of skills sets necessary "to lead" in a two-year college setting. Nonetheless, the literature does reveal a consistency to a number of key issues that are standard to two-year college leadership. It is not to say that these skills are exclusive to the two-year setting; however, they are unquestionably necessary in it.

CLASSIFYING THE LEADERSHIP PARADIGM

Although not an exclusive list, these 15 characteristics represent the summary conclusion of most notable researchers in the field of community college leadership. These

skills sets generally are applied to the role of the president; but, they do have significant applicability to other major leadership roles within these colleges. The 15 characteristics may be classified into three levels of leadership:

INHERENT LEADERSHIP ELEMENTS

These are characteristics apparent in the core personality of the individual. They may be acquired or sharpened through experience and mentoring. However, they are fundamental to the capacity of the leader to demonstrate the other two levels and, in many respects, influence the quality of the practice of the other two levels.

LEADERSHIP TRAITS AND KNOWLEDGE

These are clearly acquired skills sets that may evolve from various practitioners' roles either within two-year colleges or outside of them or even outside of education, generally. They, too, are significantly influential to the successful practice of the "actions" level of leadership.

LEADERSHIP ACTIONS

These characteristics are essential to the successful community college leader. They evolve from both the inherent elements and traits and knowledge. There is an intrinsic relationship between and among all of these 15 as the paradigm illustration depicts.

THREE LEVELS OF A LEADERSHIP PARADIGM

1. Inherent Leadership Elements

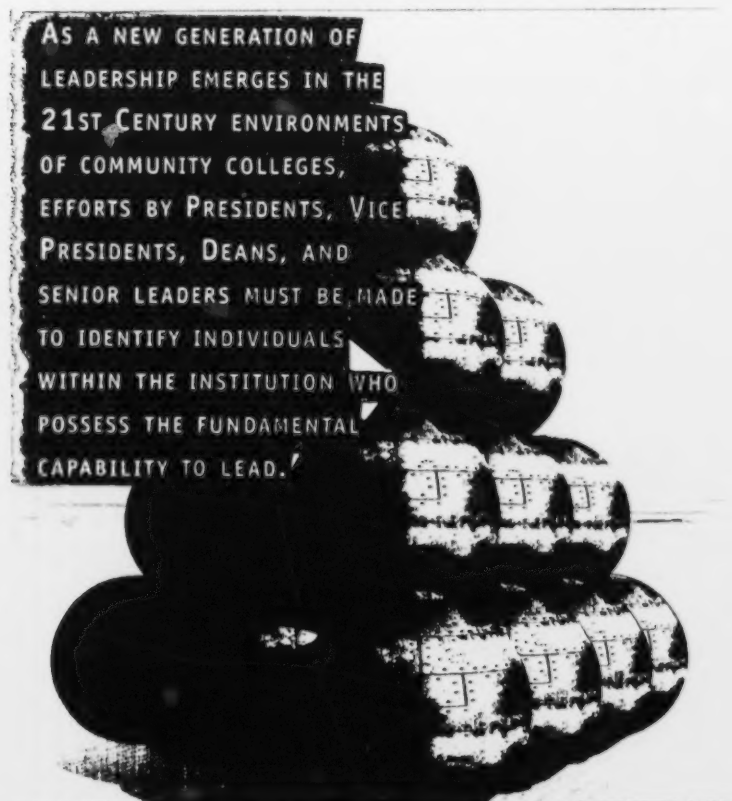
- ☐ A strong sense of personal security
- ☐ Strong communication skills
- ☐ Political acumen
- ☐ Commitment to risk-taking

2. Leadership Traits and Knowledge

- ☐ Community awareness
- ☐ Applicable experience
- ☐ Adaptive organizational capability
- ☐ Public relations and media awareness
- ☐ Personal growth and development
- ☐ Student development knowledge

3. Leadership Actions

- ☐ Promoting a complex mission
- ☐ Resource development and management
- ☐ Academic leadership
- ☐ Board management
- ☐ Staff and human resource leadership



THE PARADIGM

The attached chart of "A Community College Leadership Paradigm" attempts to show the relationship between and among the various levels of leadership skills sets. Virtually all "pathways" lead to the key action: "promoting a complex mission." For, perhaps of all the responsibilities of the community college leader, both historically and onto the stage of a worldwide community college vision for the 21st Century, the diverse and eclectic mission of the comprehensive community college will be, as it has been, the greatest challenge for the leaders of these institutions.

FINAL THOUGHTS

The integration of these traits occurs exponentially as an individual evolves through various leadership roles in the community college. Teaching faculty who are thrust into the "leadership" paradigm at second or even third levels may struggle unless they possess the fundamental leadership traits existent at the first level. Oftentimes, an individual comes to recognize or even demonstrate their "inherent" skills quite naturally. Those who fail to possess them find the expectations of second- and third-level leadership traits stifling or contrary to their values. They may occupy the role; however, they never really "lead."

As a new generation of leadership emerges in the 21st Century environments of community colleges, efforts by Presidents, Vice Presidents, Deans, and senior leaders must be made to identify individuals within the institution who possess the fundamental capability to lead. Once recognized, however, they must be afforded meaningful opportunities to acquire more of the traits of the paradigm through training, mentorship, and experience.

Without a conscious effort to evolve a legacy generation of leaders in community colleges, rote behavior, not vision, will diminish these creative institutions. A 21st Century leadership paradigm is merely a model; the achievement of a new generation of community college leaders will require opportunity, guidance, and training.

A COMMUNITY COLLEGE LEADERSHIP PARADIGM

INHERENT LEADERSHIP ELEMENTS

A strong sense of Personal Security

Strong Communications Skills

Political Acumen

Commitment to Innovation and Risk-Taking

INHERENT LEADERSHIP ELEMENTS

Public Relations and Media Awareness

Applicable Experience

Community Awareness

Adaptive Organizational Ability

Personal Growth & Development

Student Development Knowledge

LEADERSHIP ACTIONS

Promoting a Complex Mission

Resource Development & Management

Academic Leadership

Board Management

Staff and Human Resource Management

AUTHOR



Peter F. Burnham, President
Brookdale Community College

Community colleges must have their new generation of leaders in order to reinforce the achievements of a century of vision and unique achievements.

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* Note: This article is adapted from a longer presentation developed by the author and presented at Oxford University in 1998.



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Terry Leyba, South Mountain Community College

"Diversity is valued at Maricopa Community Colleges. Our Faculty in Progress Pilot, an innovative mentoring program, exemplifies that core value."



Rosemary Kesler, Faculty in Progress Pilot, District Office

"The environment at Maricopa is one that encourages innovation, creative problem solving, and risk taking—all which enhance the quality of learning."



Ed Hoskins, GateWay Community College

Located in the nation's fastest growing county with three million residents, the ten Maricopa Community Colleges offer 2,829 academic courses and 5,609 occupational courses and serve over one quarter of a million culturally diverse students annually. The colleges have developed partnerships with hundreds of corporations, government agencies and non-profit organizations.

Maricopa County includes Phoenix and 20 other cities and towns. Residents enjoy the amenities of a rapidly growing metropolitan area and also a relaxed, outdoor lifestyle with an average of 320 days of sunshine!

The Maricopa County Community College District anticipates multiple faculty openings for the Fall 2002 semester. Please refer to the employment website. The site is updated every Monday.

<http://www.dist.maricopa.edu/hrweb>

The Maricopa Community Colleges are looking for full-time faculty who can:

- Work with diverse populations
- Focus on student learning, retention and achievement
- Demonstrate energy and enthusiasm for teaching and learning
- Maintain high academic standards
- Use diverse instructional methodologies

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For complete job listings see <http://www.dist.maricopa.edu/hrweb>; call 480-731-8444; or visit the Employment Office, Maricopa Community Colleges, 2411 West 14th Street, Tempe, Arizona 85281.

Completed MCCCDC applications are required.

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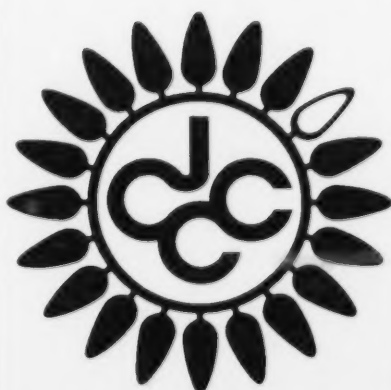
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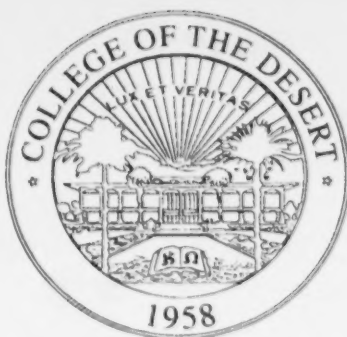
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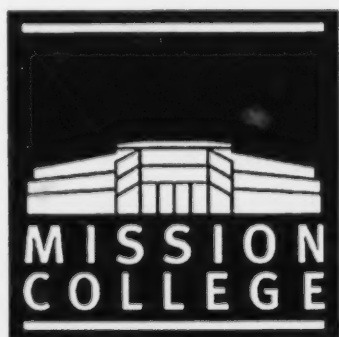


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COLLEGE SYSTEM



MOUNT ROYAL COLLEGE



NORTHERN VIRGINIA COMMUNITY COLLEGE

Student centered. Community focused.

Imagine for a moment that instead of your institution, you have a blank page and can start over to design your college as a learning college for the 21st century. *What do you see?*

A college designed for collaborative learning and learning communities?

A college designed to prepare students to become independent life-long learners?

A college preparing students to succeed in a diverse and rapidly changing world?

A college that embraces multicultural and multi-generational diversity?

An exciting and stimulating learning community with faculty, staff and students working together to support learning?

A college with 21st century technology?

A college with high-level community partnerships and collaboration?

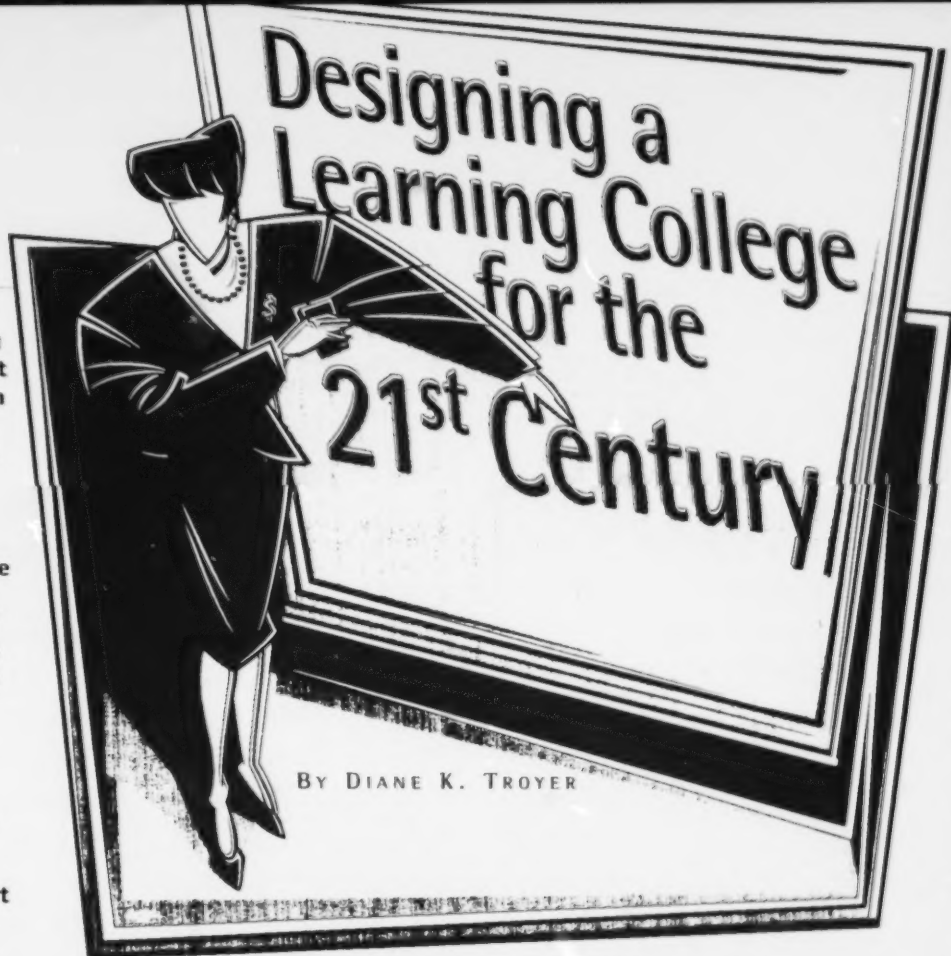
A caring and welcoming campus community that is focused on learning and student success?

These are certainly all of the things most of us would like to imagine and would strive to accomplish in a college design. But what features and ideas would bring a learning college for the 21st century to life?

Such a challenge was placed before the planning team of the newest comprehensive community college in the country. Cy-Fair College, opening in the fall of 2003, is the 5th college in the North Harris Montgomery Community College District and serves the greater Cypress-Fairbanks region of suburban northwest Houston.

And a blank page is exactly what we began with. The most exciting aspect of planning a new college is the opportunity to rethink the way colleges are designed and organized. As Cy-Fair College has been designed, we focused on three areas to assure that the college did accomplish our goals as a learning college.

- ☐ Campus design
- ☐ Organizational structure
- ☐ Hiring profile



BY DIANE K. TROYER

CAMPUS DESIGN

The two most important aspects of college design were meeting community needs and designing for successful learning outcomes. We of course, began with an extensive community and workforce needs assessment process. We met with hundreds of individuals in community meetings, focus groups, one-on-one interviews, and surveys including web page surveys. All aspects of the community were involved: community organizations; the Chamber of Commerce; K-12 representatives including administrators, high school principals, parents and students; employers, and others. From this input, we determined the overall expectations of the community as well as the specific workforce development priorities. The expectations were clear: they want a comprehensive collegiate campus that is accessible and welcoming. They want the full range of programs from transfer degrees to short term workforce updates, senior citizens courses to children's college, and high technology to fine art.

To meet our goals for successful learning outcomes, we determined that the college must prepare students with those skills needed in a rapidly changing world: the ability to relearn new skills as the world changes, work collaboratively in teams, communicate well, apply new technologies, and to fine, critically evaluate and apply the information they need to solve problems.

What are the design implications for both of these goals? We realized that the key component would be a strong emphasis on a

collaborative working and learning environment. To that end, we developed a number of innovative collaborative features throughout the campus such as:

- Collaborative classroom clusters to allow physical learning communities
- A collaborative learning studio for faculty to explore new tools and methods
- A Learning Commons with a blended learning center and library serving students learning support needs
- An internet café and collaborative study rooms in the Learning Commons to support both access to technology and group work
- Faculty office clusters that include adjunct workspace and team room
- Blending of credit and non-credit functions in administrative office suites
- A true one-stop-shop with a seamless, point-of-service student development system
- A common preparation room for science laboratories and flexible science lab furniture and wireless technology
- Collaboration with local fire department to build a fire training station on campus

ORGANIZATIONAL STRUCTURE

The organizational structure was also designed around the goals of a learning college with a strong emphasis on service to students, flexibility, and life-long learning within the college. To accomplish these goals, many functions have been blended to provide a more seamless delivery of service to students and the community. Some examples are:

- The Learning Commons with the blended learning center and library will include cross-trained staff and seamless functions.
- The Vice President of Student Learning and Vice President of Student Success share responsibility for academic and student development
- Continuing education and credit programs are blended in the academic divisions with CE specialists reporting to each academic division dean
- A holistic student success system integrates the one-stop-shop, learning support and developmental education to seamlessly support student achievement and accountability
- The Multi-Media Commons provides a collaborative faculty and staff development center with both training and staff support for instructional and skill development

HIRING PROFILE

The third major component of designing a learning college for the 21st century is building a faculty and staff to support these goals. The profile of desirable faculty and staff skills, abilities and attitudes was developed to reflect the direction of the institution. The overall profile for employees would describe an individual who is competent in his/her field, leads in his/her environment, values change, embraces diversity, is comfortable with multi-tasking, is committed to collaboration with others, is willing to take risks, and is comfortable with technology and its rapid changes. At the center of the profile is the belief in the ability of each student to succeed and a respect for each student as an

individual. All of these qualities must be grounded in a strong commitment to the mission of the community college, and employees who are motivated by the satisfaction of making that commitment a reality.

Both faculty and staff will need some of the same skills we have designed the college to produce in our students. The most important skill will be that of life-long learning. As our students gain the skills they need to navigate the information age, so will our faculty and staff need high-level skills in accessing, analyzing and applying information to solve problems and make decisions. Professional development, cross training and continuous learning has been built into the organizational structure and job expectations. Development will be continuous, supported by technology and will have a component specifically planned for part-time employees and adjunct faculty.

Cy-Fair College will be seeking a founding faculty of 100-120 full-time faculty members over the next two years. The faculty profile will include a strong commitment to collaborative learning and the ability to apply a wide-range of methodologies to meet diverse student needs. An interest in learning communities and applying technology tools to support student learning will be very important. Overall, the most important aspect of our faculty profile will be a passion for teaching and for enabling students' success.

FROM THE BLANK PAGE TO REALITY:

With the college opening in fall of 2003, these components—campus design, organizational structure and hiring profile—will be finalized and brought alive as the construction progresses. Certainly we have been able to break new ground in support for collaborative learning and integrated delivery of services to students. The opportunity to begin with a blank page has allowed our planning team to re-examine our commitment to student success and create an organization that not only imagines a 21st century learning college but also makes it a reality.

Cy-Fair College is a responsive, innovative, and collaborative learning community that thrives on preparing students for a lifetime of learning and change.



AUTHOR

*Diane K. Troyer, President
Cy-Fair College*

The changing role

BY KAYE WALTER AND
MARILYN RHINEHART

There can be no doubt in any of our minds that there has been a major historical paradigm shift in the way community colleges participate in the learning process and in the way their leaders understand and provide support for the learning process. This is especially true in the complexity of the changing role of the community college chief academic officer.

Recently, we received a graduate student survey (Phil Anderson, Texas Tech University) from Texas Tech University that was being conducted to gain new knowledge of the roles of community college chief academic offices. The results of the survey are to be used to "clarify some of the role ambiguity related to managerial roles that community college chief academic officers may have." The survey zeroed in on many of the day-to-day tasks that community college chief academic officers perform. Listed among these were the following managerial functions or tasks:

MANAGERIAL TASKS OF COMMUNITY COLLEGE CHIEF ACADEMIC OFFICERS

Participating in a variety of symbolic, social, and ceremonial activities, as well as speaking at convocations or banquets.

Feeling obligated to perform a number of routine duties of a ceremonial or social nature such as meeting institutional guests.

Interacting with colleagues within Academic Affairs to develop professional activities and duties.

Encouraging teamwork among your staff.

Developing and maintaining a network of contacts and information sources outside the Academic Affairs division and establishing a personal and informal information network.

Developing good interpersonal relations with personnel outside the academic office and academic staff.

Passing information between your department and outside departments.

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Gone are the days of program and curricular planning. While those appear to be the central focus of what we do, less and less time is spent directly in the process of planning new programs and overseeing curricular offerings. Federal, State, and local concerns have now set the agenda for chief academic officers everywhere. We spend our days focused on assessment criteria; making sure that the college is meeting ever changing accreditation criteria and standards; monitoring shrinking budgets and finding new and creative ways to develop programs without funding; mediating conflicts between students, faculty, and staff; and oh yes, going to community meetings, campus meetings, and State meetings. At a minutes notice we must be able to drop everything and gather data for State reports that are always due tomorrow.

Community college chief academic officers are continuously caught in the middle. We are caught in the middle between our accrediting agencies, State governing bodies, communities, presidents, and faculty. On one hand, we are expected to help our institutions change, and that means change rapidly. On the other hand, we often are obligated to follow antiquated policies that make it almost impossible to change.

We recognize that the world of higher education has moved from the teaching paradigm to the learning paradigm. However, focusing attention on that issue can be confusing to faculty who may erroneously perceive it as a criticism of their teaching methods. As a result, we spend a fair amount of time reassuring some

MANAGERIAL TASKS OF COMMUNITY COLLEGE CHIEF ACADEMIC OFFICERS CONT.

Seeking and receiving information so that you can improve or maintain your understanding of the institution and its environment.

Monitoring the internal and external environments to make sure operations are running smoothly.

Sharing pertinent, updated, and relevant information received from outsiders or faculty and staff with the appropriate internal office or individuals (faculty and staff).

Revealing information to people outside the Academic Affairs division or the institution.

Representing the Academic Affairs division or your institution to outside groups.

Speaking to individuals outside your department about information within Academic Affairs.

Searching the institution and its environment to identify opportunities and situations that may require organizational change.

Initiating and designing much of the change that occurs within the Academic Affairs division.

Scanning the internal and external environment looking for new innovations to be implemented.

Taking corrective action when you face important, unexpected problems or crises.

Taking corrective action because unexpected pressure from either within or outside your institution is too great to ignore.

Putting a stop to misbehavior within or outside your department.

Allocating institutional or Academic Affairs divisional resources.

Scheduling your own time and approving various authorizations within Academic Affairs.

Spending time on resource allocation for personnel in Academic Affairs.

Representing the Academic Affairs division or the institution at various non-routine discussions or negotiations.

Resolving problems that develop with other institutional units.

Working with two parties to come to an agreement.

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OLD MILLENNIUM UNILATERAL LEADERS

Boss
Power conscious
Authoritarian
Security oriented
Works in hierarchy
Isolated from workers
Expects worker loyalty
Conservative
Dignified
Tough
Analytical
Interested in employee skills
Delegates communication
Avoids media
Takes calculated risks
Informs
Makes timely responses
Status derives from position

NEW MILLENNIUM CONVERGENT LEADERS

Coach, mentor, teacher
Worker conscious
Flexible, participating
Risk oriented
Works in networks/teams
Almost zero managerial distance
Earns worker commitment
Enthusiastic, open, inspiring
Energetic, spontaneous
Tough and tender
Analytical and intuitive
Interested in the whole worker
Communicates directly
Courts media
Takes risks in almost total uncertainty
Listens
Makes rapid responses
Status derives from hard work

faculty that words like "assessment" and "accountability" reflect yet another way that we must be responsive to the communities we serve and that professional development opportunities related to understanding learning styles and implementing new innovative technologies that actually can open "learning access" doors for their students will complement what they do each and every day...that is, meet their students' needs. As teachers, we understand their dilemma. How can they continue to teach 15 credit hours/semester and have time to document, learn new strategies, and continuously change curriculum to meet these demands? We must find new ways to respond to these growing challenges. It is our hope that our national organizations and accrediting bodies will begin to address these important issues for faculty.

With our complex, constantly changing roles, how will the community college chief academic officers survive in the future? In *Great Leaders See the Future First*, Carolyn Corbin describes the mindset shift that must occur for new millennium leaders if they are to be successful in our ever-changing world. We believe that the New Millennium Convergent Leader model is a model well suited to community college chief academic officers. (see chart above)

The New Millennium Convergent Leader is a leader who must have both tremendous management skills (rapid decision making ability, risk-taker, media friendly, analytical and intuitive, energetic, spontaneous, networking, teams, flexible, not afraid of hard work) and extraordinary people skills (participatory, flexible, almost zero managerial distance, earns commitment, open, inspiring,

enthusiastic, tough and tender, interested in the whole person, communicates directly, listens well). We believe that the following story illustrates such a leader who was obviously way ahead of his time.

An article in Newsweek commemorating the 50th anniversary of D-Day related the following story about General Dwight Eisenhower sending his soldiers into what he knew would be a devastating battle. "On June 5, 1944, the night before the invasion, [Eisenhower] visited the paratroops assembling near their planes. As he strolled from group to group, his talk with them brought them the comfort, many for the last time in their short lives, of being paid attention to, and the warmth of recalling their homes back before all this awfulness began. 'What's your job, soldier?' 'Ammunition bearer, sir.' 'Where is your home?' 'Pennsylvania, sir.' 'Did you get those shoulders working in a coal mine?' 'Yes, sir.' 'Good luck to you tonight, soldier.' A paratrooper who saw Eisenhower frowning made him smile by saying, 'Now quit worrying, General, we'll take care of this thing for you.' Eisenhower watched the planes take off and then walked slowly back to his car. There were tears in his eyes."

Although the daily aspects of our jobs are rarely so dramatic, the point of this story is well taken. Eisenhower demonstrated that ability to convey the "human touch," which in good and not-so-good times clearly expresses to others the belief that they are valued—whatever their position, role, or status. That is something we all appreciate.

We believe that the vocation of community college chief academic officer must have two dimensions added to the New Millennium Convergent Leader model. First, we must continue to develop ourselves as learners. Professional development activities are extremely important if we are to stay ahead of the constant change and movement in higher education.

And second, we must not forget who we are as people. At the heart of every successful community college chief academic officer is an authentic spirit, a spirit that stays true to self and true to mission. In the midst of constant change and constant conflict, we must find a way to stay mentally, physically and spiritually healthy.

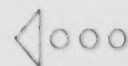
For us, being able to share and learn with others who are faced with our same struggles each and every day is very important. Whether it is an email to say hello, a cup of tea at a professional development activity, or a quiet lunch to talk about the personal things in our life, we must continue to connect with those who understand our vocation and who themselves find strength and satisfaction in moving the mission of our community colleges forward.



Kaye Walter
VP Academic Services
Kansas City Kansas CC



Marilyn Rhinkens
VP Instruction
Johnson County CC



Leadership

JOURNAL FOR COMMUNITY AND TECHNICAL COLLEGE LEADERS

1998-2002

SUMMER



FALL

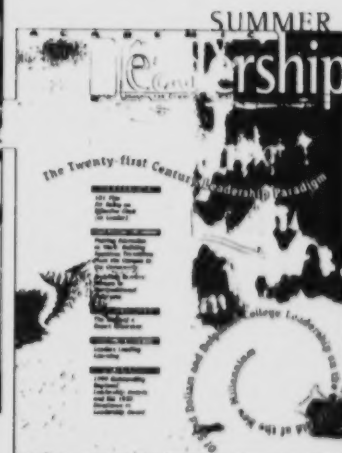
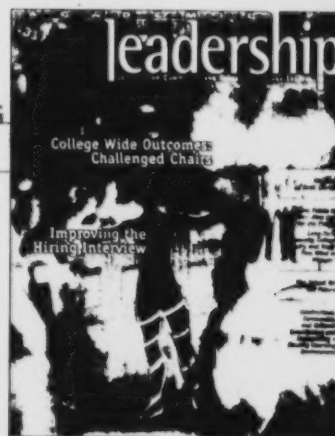


WINTER

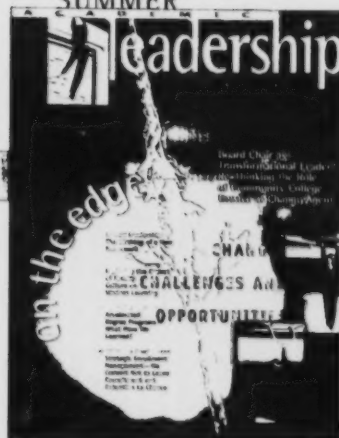
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SPRING



SUMMER



WINTER

2000

SPRING/SUMMER

2001



FALL

THE NEED FOR

Internationalization of Education in

COMMUNITY COLLEGES:

Academic and Entrepreneurial Perspectives

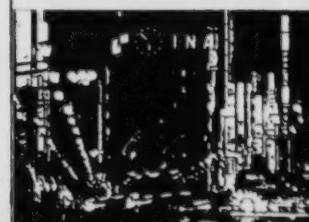
By
STEPHEN E.
QUINLAN

PHILOSOPHICAL UNDERPINNINGS Fundamental to internationalizing your institution must be a belief in the global world your students will live and work in—a world that is totally different than the one that existed for my generation when we were undergraduate students forty years ago. Such a belief must be universally held by all employees, by North American students and the majority of the local community. Without this there will be no enthusiasm for or commitment to international education in the 21st century within your institution. The days of preparing students to live and work in your local region must be set aside in favor of a philosophy which believes your graduates will work internationally within three to five years of graduation, irrespective of whether they are employed as technicians or executives. It is my firm belief that failure to think this way will put your students at a comparative disadvantage in their post graduate years.

At our college, Seneca College of Applied Arts and Technology located in Toronto, Canada, we formalized that belief in 1996 with our commitment to "Developing Global Careers" by making this goal the focus of our Strategic Plan. Clearly this is what today's students' want. Within three years enrolment applications increased by 14% at Seneca College compared with a provincial average of zero growth. An important element for reaching that strategic goal is the effective integration of international students studying side by side with our Canadian students across a broad range of programs. Currently there are more than 2,300 international students studying at Seneca College.

INTERNATIONALIZING THE INSTITUTION An integral part of internationalizing your institution is an equal recognition that your local native born English speaking students be encouraged to learn a second language—in North America that should be Spanish or Mandarin. Hand in hand with this is the need for a sincere appreciation by faculty, staff and students of cultural diversities. Other cultures are significantly different from those of Canada and the United States—not only in language and tradition, but also in religious beliefs and the ways in which business is conducted. I believe the main reasons why North Americans fail, as they often do in international business ventures, is that they want to do business, in Asia or South America for instance, in the same manner as they do in North America. That philosophy and or that ignorance (depending on how you want to look at it) will almost certainly guarantee failure. None of us want our students to fail after graduation; in fact we want them to succeed as they are our best ambassadors years later. Satisfied alumni are also big capital campaign contributors to our institutions.

Clearly international students are non-traditional students who bring great diversity to our college campuses. I agree with Siegal (cited in Novak, 1992) who says..."this diverse body of students deserves an educational environment committed to accommodating the specific needs of each individual and group. They need to be (personally encouraged) to see themselves as able, valuable and responsible. They need to know that their differences are respected, and that they can expect a pattern of behavior (from the entire learning community) that sends signals of optimism, trust and respect (p.182)." And, we must "guard against sending unintentionally disinviting messages" to them (p.183). Now you see the challenge this presents for our faculty as many have only a regional perspective having lived and worked their entire life in North America. It requires a full commitment to honouring diversity and a commitment to inclusiveness in all aspects of the curriculum and the teaching/learning experience.





To achieve these goals fully, community acceptance is critical. In an ideal world your students will "blend in" with your community—they will not be all that visible within your community and certainly not identifiable as "foreigners." But we know we do not live in an ideal world so we have to take steps to educate our local and surrounding communities and make our international students feel comfortable in their new setting and as much "at home" as we can. One of my students once told me "I like it here—not just because I am learning and making new friends, but above all because you have 'made me feel at home.'" Statements like that tell me Seneca's approaches to the inclusion of international students are generating student successes and may well serve as appropriate benchmarks for any institution to pursue.

ACADEMIC PERSPECTIVES On the subject of learning—it is critical that international students have a reasonable command of the English language before they enter the traditional North American classroom. This will make them feel more comfortable with their new surroundings as well as give them a better chance for success. It is helpful to allow them some time (either by enrolling in or auditing a discipline specific course) to become fully aware of what their options are. I say this not only because in enrolling in a discipline specific course they feel they are learning something other than English, but it also recognizes that many international students do not believe that they have choices as to which career(s) to pursue in their North American studies. The concept of self-determination and choice is likely not the norm in their home country and may be totally foreign to their parents' wishes for them. However, it is our role to educate them in a discipline of their choice, not that of their parents.

It is equally critical to integrate international students from different countries in one class. Students want to meet students from other countries and many also want to learn a third language. The worst thing an institution can do is put students in classes by country of origin. If this is done, the students will likely continue to speak their own language and will eventually grow frustrated with their lack of progress in the use of the English language. An international student once said to me, "If I wanted to go to school with all these students from my own country I would have stayed at home. I am not growing—this is not why I came here. This is not an international experience." What the international students want is a multicultural education. Multicultural education is "designed to assist all students in realizing their potential for academic, vocational, and social success, through valuing cultural diversity, portraying various cultural backgrounds positively, and using cultural diversity in the development of effective instructional strategies" (Reed cited in Novak, 1992, p.58). To achieve these goals, integration of students from a variety of origins is essential—not optional.

The need for patience is critical, as is the need to adjust our traditional ways of thinking, and our systems and procedures to respond to the students' needs. International students may take three semesters to do what North American students may do in two semesters. This is mainly because of language difficulties. Student mentors should be retained and encouraged, particularly for all first semester students. The goal is to integrate the students fully into non-differentiated classes in subsequent semesters. Properly and appropriately staffed help centers and common areas for international students should be the norm. These students frequently do not go home at four in the afternoon; the college is where they spend their time and meet with friends.

Systems and procedures, just like attitudes, must change to meet the students' (our clients) needs. One rule (our rule) for international students as a group does not fit all. This is analogous to my earlier comment on why North American business frequently fails in other countries, that is, they will not adapt their North American ways; they will not be flexible. If we do not adapt our educational practices to respond to the non-traditional needs of our international students, we too will be doomed to failure in our attempt to internationalize our colleges.

Internationalizing your institution means you must meet your students at the moment they arrive in your country. The commitment to "client service" must be more than an expression in your brochure. Students must be met at their point of entry to your city and possibly your country. Where possible, they should be met by faculty, staff or students who speak the language of origin. To make them feel welcome, they must be met and greeted by your best ambassadors who are

warm, friendly and helpful by nature. Doing a job just doesn't cut it; it is best to leave staff with that motivation for other assignments.

Home stay or residence accommodation arranged in advance is a must. Holding tanks are unacceptable. A student mentor or surrogate mother and/or father who is available twenty-four hours a day is highly desirable, if not essential. It really depends on two basic questions. How do you want your institution to be known around the world? How would you like your son or daughter to be treated at 18 years of age 6000 miles from home? This is not rocket science; it is caring for, believing in and being compassionate to and understanding of the needs of your international students who are thousands of miles from home and family. To help us understand more fully what this means, I suggest we reverse the scenario and put ourselves "at home" in their homeland at 18 years of age.

STAFFING ISSUES While internationalization of the institution is clearly a student preference, it may not always be a faculty preference. Most of the international students return to their land of origin when they leave the college and, while the use of the English language has value for doing business, to the students, knowledge of English literature does not have equal value. Teaching students whose first language is not English, and who see little value in English Literature is not easy. Differing expectations may create tensions between faculty and students. This highlights the urgent need for strong faculty support and professional development initiatives relating to teaching and interacting with international students.

Staff assigned to international students and related activities must be there because they want to be there. Staff assigned to the job because they are redundant elsewhere, or because they have a few years to go until they retire, will doom your vision to failure. Staff must believe in the vision and genuinely want to do the job. They need to be available twenty-four hours a day, seven days a week. They need to be enthusiastic, student-centered, caring and compassionate individuals who are willing and able to travel, and above all, place the needs of these students first. This is not a nine to five job, nor is it a forty-hour a week job. What is needed is a blend of faculty and staff, as well as a mix of full and part time employees. This is different from the traditional business of the colleges and so faculty and staff must be given a lot of flexibility in addressing the needs of their students and in the conduct of their affairs. It is preferable that there be a faculty interface with every faculty of the college, and cross appointments of student-centered staff should be encouraged. Furthermore, faculty, staff and students' success stories and experiences should be celebrated within the college community to help others to understand the value of their contributions to the life of the college and to the community.

The following comments of John Hill, one of Seneca's faculty members who has for many years worked closely with our international students, presents the perspective of a faculty member wholly committed to our international students:

"We meet tired, sometimes homesick, and always brave individuals at the airport. These people have come to be educated abroad and from this tentative beginning I watch them gain self-confidence, absorb unknown influences, and graduate as men and women ready to take on the challenges that the next step holds.

An institution without a mandate to include international students as an ingredient of its student population is, in my view, academically unfulfilled. International students are unique individuals who should not be categorized by country, culture, or any other set of imposed expectations. They are individuals who possess all the strengths and fallibilities of us all.

The most important thing that has been said to me by an international student is "All my fingers are not the same." I have embraced that lesson.

ENTREPRENEURIAL PERSPECTIVES I must also acknowledge that with tight budgets and limits on what local students can afford to pay for their education there are monies available to the institution by accepting international students. Of the more than 2,300 international students studying at Seneca currently, there are 1,400 full time students from the People's Republic of China, 146 from Hong Kong and 99 from Taiwan. Given that tuition fees for visa students are considerably higher than for local students, this represents a significant source of income for us as a college. In addition, we now have more than 40 signed Letters of Intent and Agreements with a broad range



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In June 2001, Stephen E. Quinlan retired as the third President of Seneca College, Canada's largest community college. During his tenure, Seneca College has developed a strong international presence in the student recruitment market, providing educational opportunities and contract training to governments, international companies and to students from countries around the world.

Seneca's international activities span joint venture agreements in the Pacific Rim, Mexico and South America, including Chile, Argentina and Brazil.

of educational institutions and other international organizations to enable students to study at our college and to provide for a broad range of revenue generating contract training initiatives. A sample of these includes organizations such as the Shanghai University - Broadcasting & Television, China Coal Economic College, China Southern Airlines, the Nanjing Polytechnic College, China Ministry of Internal Trade, and the Shanghai Overseas Affairs Consultancy to name just a few. (Seneca International Corp., Minutes). Our international initiatives go well beyond the Pacific Rim and include countries such as Brazil and Chile for instance. At Seneca over 100 staff and faculty owe their full time jobs to international initiatives. And, our international initiatives currently earn over 20 million dollars annually for the college.

Two recent developments, China's inclusion in the World Trade Organization and the 2008 Beijing Olympics have opened up additional and exciting possibilities for joint ventures with international partnerships in that country. For example, Seneca College through its subsidiary corporation Seneca International Inc. has established a joint venture campus in Beijing, China with the first students scheduled to be admitted in the Spring of 2002. Most of the instruction will be in the English language. There are a number of trends that facilitate these new entrepreneurial ventures. The size of the potential market in China is huge. Current Chinese education policy puts a high value on vocational education, particularly competency-based education - an area in which our colleges excel. China has demonstrated a strong desire to retain more of its education funding within its own borders and it is increasingly difficult for Chinese students to obtain visas to study in Canada. A campus in a Chinese location enables students who participate in Seneca's joint ventures with colleges and universities across China to be able to continue their studies if they cannot come to Canada. The campus in China will also permit our Canadian students to study in the English language while living in a very different cultural setting. And last, but certainly not least, the professional development opportunities for Seneca College employees who will be teaching and working in China are tremendous.

CONCLUSION Internationalizing education is not an easy goal to achieve, but it is worthwhile and may even be essential for our North American colleges. The following analogy provides sound rationale to do so; it was in so many ways my inspiration:

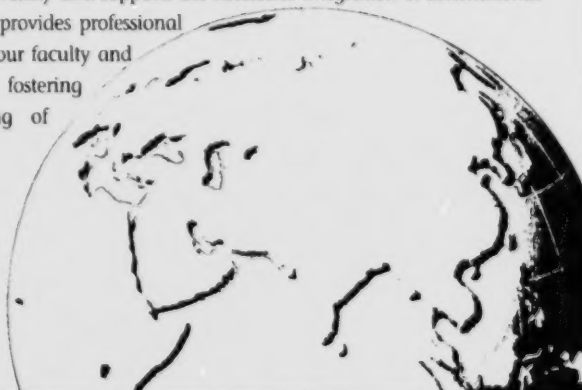
A VILLAGE OF 100

"If we could, at this time, shrink the earth's population to a village of precisely 100 people, with all existing human ratios remaining the same, it would look like this:

- 1. There would be 57 Asians, 21 Europeans, 12 from the Western Hemisphere (North & South America), 8 Africans and 2 others;
- 2. 70 would be non-white, 30 white;
- 3. 70 would be non-Christian, 30 Christian;
- 4. 50 percent of the entire world's wealth would be in the hands of only six people; and all six would be citizens of the United States;
- 5. 70 would be unable to read
- 6. 50 would suffer malnutrition;
- 7. 80 would live in substandard housing; and only one would have a college education.

When one considers the world from such an incredibly compressed perspective, the need for both tolerance and understanding becomes glaringly apparent" (Source: Unknown).

An inviting culture that honors diversity and supports the successful integration of international students into our colleges and provides professional development opportunities for our faculty and staff will go a long way in fostering tolerance and understanding of today's global issues.



MEETING THE NEEDS

BY MARIE SHEEHAN

The American Council on Education's Seventeenth Annual Status Report 1999-2000 "Minorities In Higher Education" provides few surprises. The higher education participation rates of students of color continues to rise. Reflective of their growth in the U.S. population, Hispanics enrolled in higher education represent the highest growth rate among the four ethnic groups including African American, Asian American and Native American. Although 1997 figures indicate an increase in high school completions among Hispanics, the proportionate percentage is low and significantly trails the other three major ethnic groups. Although students of color increased from 12.1% of degrees earned to 19.8% of degrees earned in 1997, proportionately they remain under-represented at every degree level, from associate to doctorate.

The dilemma is one educators have been struggling with for years. The anticipated new demographics were met with everything from federally funded loans and award programs to state and local and federally funded support systems. The results are disappointing. Why are we not achieving greater success with our new student population? While many more are now arriving at the community college front door, the number that leave significantly trails the non-minority student population. And this is despite abundant and significant interventions designed to specifically meet their needs.

An analysis of how we have responded to the fastest growing new student population provides part of the answer. We have concentrated on a particular program for specified populations, often isolating the students from other services due to the bureaucracy involved in reporting expenditures. Administrative staff and organizational structures required to handle the student as a whole provide challenges that further isolate the student from a holistic approach.

OF THE CHANGING COMMUNITY COLLEGE DEMOGRAPHICS

We continue to be perplexed by the increasing lack of success. USA Today in its January 2001, Special Education, noted that Hispanics will soon become the largest minority group in higher education, yet only 22% go to college — compared to 41% white non-Hispanic students. The gap will have a significant negative impact on the American economy, according to forecasters.

President Clinton's Advisory Commission on Educational Excellence for Hispanic Americans, in *A Nation At A Fault Line*, found multiple complex reasons for the abysmal educational gap. The report confirmed all that is already known about the early dropout rate, 10th grade or earlier, and the small completion rate at all levels of higher education. The report was short on solutions documented to be effective. The reasons for the success gap were noted as cultural, financial, emotional, and the list went on.

The lack of success for our new population of students lies in our inability to connect the dots of the services they are receiving. Have we truly developed a one-stop-shop concept when it comes to serving our new students? When considering the myriad of possible stumbling blocks leading to failure, the whole student must be considered. The Whole Student Model is one that College of the Desert Researcher Matthew Breindel arrived at after I asked him to analyze our success rates given our many special efforts and support programs for Hispanic students. His theory has merit: four

essential resources are needed for a student to be able to navigate higher education. The theory is relevant for all students, but especially for students of our new population, who will typically need help in three if not all four areas. Without one or more of the four resources, the student will quickly be counted among our higher education casualties. The resources needed are academic, financial, environmental and personal.

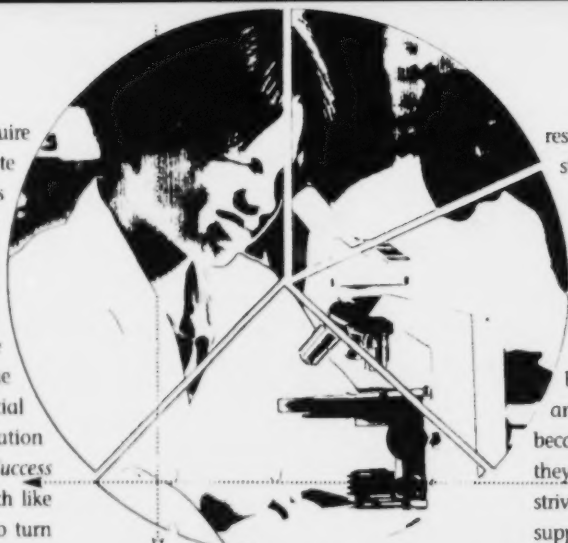
1) Academic resources are all the special support programs from Mini-Corp and Puente to tutorial services, 2) financial resources are all monetary support systems from paid work assignments and stipends for books and food, to fee waivers, 3) environmental resources refers to the climate of support on campus, from ethnic awareness events and clubs to academic orientation, 4) personal resources include supporting the students cultural perspective, sense of self and expectations for success. Unless each resource is examined to determine where there are needs, which must be addressed, the student will fail. An integrated approach is essential to meeting the needs of our new student.

We need not abandon our traditional interventions for the sake of a new system. Much of what is currently in place is helping, although not to the level of success we expected. So what would a new system look like? It would have an intake process much like social workers have with clients they serve. The "whole student" would be rated in each of the four resource areas. Existing programs to address resource weakness areas would be recommended. Areas where the institution lacked effective programs for environmental or personal development resources would be expanded. The student as a whole would be rated for success and areas of deficiency would be addressed during the in-take process.

Such a new system would require skilled counselors able to effectively rate and determine the resources required as well as institutions dedicated to a new way of doing business. The College as a whole would have to be willing to conduct a comprehensive campus climate study. Issues related to culture and self-concept would have to become a priority for workshops and special classes. (The ETS/HACU) Collaboration published in 1999, *Education = Success* concluded that a series of efforts much like what has been expressed is needed to turn around the dropout rate. The report notes that "Hispanic Americans needs are not being met by our educational system." Although geared to K-12 the interventions are relevant. Educators are urged to:

1. Support the development of intervention programs, community centers, and school-based organizations that can create a more resourceful and successful partnership between parents and schools.
2. Encourage school counseling programs' involvement in the testing and application process of individual students. Insist on a counseling approach that presumes all students will get academic preparation for college.
3. Develop family involvement and parent-training programs that can help parents and teachers work together to build academic expectations among Hispanic students.
4. Design support structures that give individual attention to first-generation college students and student from minority backgrounds as they transition from high school or work to college.
5. Foster the development of cooperative programs between universities, public schools, and the community at large to facilitate school-based applied research, faculty exchanges, and student mentoring programs.

The report notes that to date these strategies have received relatively little attention or support. But if we expand our efforts to include these types of programs, we will begin to address some of the deeper causes of students' frustrated potential.



As we explore academic resources we face the growing debate over the roll of developmental or remedial education. The *Community College Journal of Research and Practice*, Volume 25 Number 7, August 2001, defines the provision of remedial education as "Leveling the Educational Playing Field." Opponents of increased remedial offerings argue that students had their chance and providing for correcting their deficiencies is too costly for the return. In rebuttal, the journal correctly points out that developmental education not only helps students not fall through the cracks, but ensures that business and industry have a skilled workforce from which to recruit.

As open door institutions committed to serving any student with the ability to benefit from instruction, we can't take a backseat to the serious discussion of remedial/developmental education as an academic resource which must be supported. According to research by Roueche and Roueche in 1999, the problem of the under-prepared student needing developmental education is growing not declining. The Community College of Denver has been nationally recognized for integrating several of the resources described in the integrated model. They have embraced the challenge of the under-prepared student by increasing offerings in GED and Basic Skills (an academic resource). They have celebrated diversity and student support and upgraded learning facilities (an environmental resource). The College has increased financial assistance through special scholarships (financial resource). They are addressing societal issues by putting forth self concepts and expectations for success (personal

resource). For one college the gains in student success were dramatic. Focusing on an integrated approach to serving our new population has worked for them.

The *Community College Journal*, Volume 25, No. 1, January 2001 Edition, notes that at the Community College of Baltimore County they have established an integrated model. Their focus is on becoming a learning-centered college. As they focus on student learning they are striving to create a holistic environment that supports student learning and evaluation of the college by the ways in which it fosters student learning.

Becoming a learning-centered College is an essential academic resource. Learning colleges by definition provide a different approach. Educators in learning institutions are mentors guiding learners to their chosen goals. Instructors are coaching learners and helping to remove barriers. Learning consultants are teachers who observe the needs of individual learners and join them to information, experiences, resources, experts and teams. Learning consultants manage collaboration, combining the needs and abilities of their learning connections with those of other learning communities.

In a learning centered college everyone employed will be a learning facilitator including categories formerly designated administration and support or clerical staff. The goal is for every employee to think about how his or her work facilitates the learning process.

Terry O'Banion in his text, *A Learning College For the 21st Century* notes that the learning centered college will have specialists able to:

- ☐ Assess learner abilities, achievements, values, needs, goals, expectations, resources, and environmental/situational limitations; create personal profiles and personal learning plans; negotiate learning contracts; and assist in developing a personal portfolio on a "smart card."
- ☐ Design and create learning options in a variety of formats based upon the latest learning and adult development theories.
- ☐ Design and create expert systems to manage and track the activities of learners.

- Train learners in the use of a variety of technologies and systems.
- Select, update, and repair software and hardware.
- Assist in creating and convening collaborative networks of other learners.
- Access, synthesize, and update constantly expanding databases of knowledge.
- Establish and clarify skill levels, competencies, goals, and outcomes.
- Establish and maintain a clean and attractive environment for those who elect to participate in learning "on location."
- Guide and coach learners needing individual assistance.
- Arrange new options for new needs.
- Challenge learner assumptions, question their values, and encourage their explorations.

The area of personal resources needed requires strong emphasis. If all other resources are in place, yet the student's sense of self and belonging is lacking, failure is probable. The U.S. Bureau of Census '96 data, projects the proportional representation of African Americans and Hispanic students among traditional age students is expected to rise from 28.7% to 35.5% by 2020. That rise will require both 2 and 4 year institutions to design and implement practices to recruit students of color. Community College Journal of Research and Practice, Volume 25, No. 2, February 2001, notes that most institutions do not spend sufficient time determining if lack of multicultural curriculum perspectives and attitudinal and structural barriers negatively influence the enrollment of students of color. In a study by Ronald D. Opp, he found a positive relationship between minority student service administrative officers at 2-year colleges and the number of students of color. These administrators tended to emphasize a campus climate of racial tolerance and acceptance of diversity. There was also a positive relationship between the percentage of students of color and the two-year institutions providing recruitment materials in the students' native language.

The correlation between the percentage of students of color and the intervention strategies provided to support student's decision making from high school to the community college was positive as well.

Lion F. Gardiner notes the special importance colleges should place on the campus climate perceived by women and students from minority groups. He goes on to emphasize that beyond our ethnical responsibility to ensure the most nurturing environment for all students, the success of these two student populations is an urgent societal priority. Together the groups comprise well over 50% of all students on most campuses. A campus climate, which inspires and sustains these students, can be powerful as a tool for ensuring their retention and success in college.

Still persisting on some campuses are conscious or unconscious messages to women that they are not on the same level as male peers. Studies have shown that subtle behaviors on the part of students, faculty and administrators over time create for women students a pervasive climate of devaluation, discouragement and lowered expectations. In addition to the almost imperceptible slights by campus authorities, there are frequently reported direct assaults on women's self-esteem.

The uncertainty, confusion and anxiety experienced by most first time college students can be substantially increased for students of racial and ethnic minority groups at primarily white institutions. There are a substantial number of studies at 4-year universities documenting overt or subtle forms of discrimination by other students and faculty. Two-thirds of the presidents at research and doctoral universities cited "racial tensions and hostilities" as problems on their campuses.



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Marie Sheehan
President
College of the Desert

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Gardiner points out in "Redesigning Higher Education" that even though the last decade has seen the establishment of special retention programs dedicated to helping minority students succeed, there have been few consistent successes especially at predominately white institutions. Once again, a fragmented approach, which might fail to address one or two of the resources needed for true success, is apt to produce failure. Improving the climate or addressing the environmental resources on our campuses should improve the quality of the campus community experienced by all students and should dramatically improve their ability to succeed — and thus the quality of our outcomes, according to Gardiner. Environmental resources must be in place to counter serious climate issues which exist on most campuses.

It is true that reasons for lack of higher education success for our new students is complex and that no one program or one special effort can solve. It is equally true that all students might benefit from a holistic approach backed by an institutional commitment to student success. At College of the Desert we believe greater gains are possible. I have just arrived and we are beginning our journey: this semester 51% of our student population is Hispanic. I believe our journey to help our new student majority will help all students achieve greater success.

Community College Leadership In A World of Uncertainty

By George A. Baker III

Introduction

September 11, 2001 not only changed the world, as we know it, it also changed the context of leadership in general and in the American Community College, in particular. Questions about leadership have long been a subject of interest and speculation, but serious research on leadership did not begin until the 20th century. Much of this research focused on effectiveness of leaders in organizations. Modern research has focused on what traits, abilities, behaviors, sources of power, or aspects of a situation determines how well a leader is able to influence followers, while accomplish individual, group, and organizational objectives. (Yukl, 1998, p1.) Other important issues such as why some people emerge as leaders and others do not and why leaders act as they do are other questions that guide the on going research into this powerful and exciting phenomenon. (Burns, 1978.) What researchers seek to discover today is to determine what forces in the leader such as motivation, personality, energy, forces in the followers, such as commitment, skills, personality, and forces in the situation such as context, environment, organization, and life cycle of the organization, come together to predict how effective a leader can be in a given situation. From the perspective and experience of the author, this article is developed to examine conceptions of leadership and effectiveness in the context of a community college competing in the world after the horrendous events of September 11, 2001. It will not attempt to deal with the external development of community college leaders.

Unless I am mistaken, leadership in the context described at left, will be even more of a foul-weather job for community college leaders than it has been in the past. The most important task of an organizational leader is to anticipate crisis. The recent events in the attack on America not only caught the nation off guard, few community colleges have contingency plans in place to deal with the fall-out yet to be experienced in its full blown form. Even before the events of September 11, 2001, legislatures were in no mood for a lack of effectiveness and efficiency in the public sector. While all public sector organizations were targeted, public schools and universities came in for the largest share of criticism. We can assume that with the economy on its back, tax revenues down and unemployment rising, the public sector will be expected to show increased stewardship of the people's money. The demand for accountability and effectiveness will fall directly on the shoulders of all levels of administrators in the American Community College. Peter Drucker writes in "Managing The Nonprofit Organization" that we must clearly and directly articulate the tasks, responsibilities and practices of these organizations that are so important to America. (Drucker 1990) It is this writer's strong belief that public sector organizations with the best evidence of organizational and individual performance will receive better funding in the future. Like under performing public schools, public sector organizations that do not measure up will see a cut in funding. After almost 50 years in public life, this writer believes that the events of September 11, 2001, will have a significant effect on all organizations, but public sector organizations will be held to new and higher levels of accountability.

A Context for Analysis

This writer began his higher education in a private junior college in the mountains of North Carolina in the summer of 1950. I had never experienced a situation where my teachers actually expected me to succeed. Classes were small and a direct link between one's job on campus and what one was learning pervaded the curriculum. The bona fide discovery for me was the relationship between how hard I worked and the success that I achieved. These two lessons have become a central aspect of my personal leadership style and behavior as a leader. In 1956 I graduated from college and accepted a commission in the United States Marine Corps. This organization embodied the philosophy articulated above but more powerfully was the lessons that I learned in becoming a leader. The Marine Corps taught that a leader's first responsibility was to his or her followers. What became patently clear was that the more a leader paid attention to the needs of the followers, the more committed they become to accomplishing the assigned mission. The second lesson taught by the Marine Corps was that the mission must be accomplished and that it must be done through followers. This powerful conundrum could not be solved without both consideration of the needs of followers and the task emphasis necessary to accomplish the mission. This two-dimensional leadership concept anchored the research of the Ohio State Leadership studies (Fleishman, 1953), the Michigan Leadership Studies (Likert, 1961, 1967), and resulted in the modernistic research of Blanchard (1969), and others. Later we were introduced to Bass (1996) with his transformational leadership model, and the participative leadership studies that can be traced back to Lewin, Lippitt, and White (1939) before World War II. Many other researchers have advanced the two-dimensional leadership paradigms and a basic organizational behavior book can be employed to fill in the picture for the student of leadership theories.

Along with the leadership development that was practiced in both war and peace was the idea that the leaders responsibility was to provide the followers with the most up-to-date technology available to increase efficiency and ultimately effectiveness in mission accomplishment. These tools consume a great portion of the defense budget of the United States, but little of this technology is employed to assist the managers and leaders in a typical community college to accomplish the mission in an effective and efficient manner.

Another contextual variable was the emphasis that the Marine Corps placed on education and training. In my personal example, over half of my career was invested in learning to do my job better. A large portion of my years was invested in day-to-day training, formal schools, correspondent courses, and as a commander to develop my organization to the highest readiness possible given its current mission. In my 25 years in higher education, I have not experienced this kind of dedication in the formal and informal leadership development of managers and leaders in the higher education arena. Perhaps a bit of explanation as to why these organizational differences exist and what to do about them would be helpful in the closing sections of this article. Explanations that follow are designed to explain how the world has changed, and what leadership in community colleges must do well in order to continue to serve our people and our communities.

It is not the purpose of this article to critique the leadership and management of community colleges because all nonprofit organizations operate in different context and with different missions. However this writer believes that we in the community college movement can benefit from the experiences of others, especially those other organized to serve the public.

Peter Drucker, perhaps the greatest management expert of the 20th century, wrote in "Managing the Nonprofit Organization" the non-profit sector still represents about the same portion of America's gross national product-2% to 3%- as it did forty years ago. But its meaning has changed profoundly. We now realize that it is central to the quality of life in America, central to citizenship, and indeed carries the values of American society and of the American tradition." (Drucker, 1990, p. xiii). This was certainly true more than a decade ago, but how much more true is it today after the impossible occurred. We were attacked in our own homeland and the first heroes were from the public sector! There was no doubt that the product of the training and leadership of the brave firefighters and police of New York City became both their legacy and their sacrifice. Surely, we in the public sector and in America's Community Colleges can redouble our efforts to produce even stronger, wiser, trained, and dedicated Americans for the battles ahead.

It is the opinion of this writer that the past, present, and future of America's Community Colleges rest firmly in the hands of its teaching faculty. I like to remind community college leaders and managers at every level that they do not produce the learning, research, and service afforded to the public in the service area of the college. The faculty is tasked to do this job. The task of leadership is to motivate them to be as effective and efficient as possible, to provide them with the right kind of technology to do the job, and the piece that for the most part is missing now, the right kind of training and development necessary to ensure that each learner is afforded instruction that maximizes his or her special set of circumstances, capabilities, and motivation. Writers such as Senge (1990), with the development of the learning organization, Wheatly (1990), who advocates new science, Drucker (1999), advocating new management, and Boggs (2000), who writes powerfully about the learning college, all provide new approaches to leaders and managers who are presently in the community college trenches.

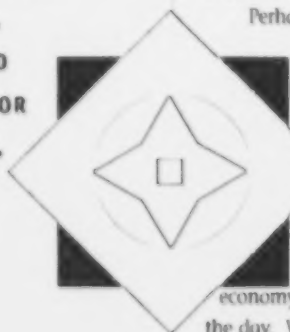
Answering the Clarion Call

There are many things the American Community College movement must do to help America face and resolve the current crisis. We have endured years, even decades of inadequate funding. Our support from local sources has for the most part failed to keep up with or needs, both in new construction and in the maintenance of our current plants. Collective bargaining units, or other public sector associations have fought against adequate performance measures necessary to measure and report meaningful data to funding sources. Many Governing Boards have been consumed while fighting among themselves for power and often resisting the training and development necessary to provide the teamwork and policies necessary to create a culture of effectiveness and accountability. Perhaps our greatest failure is to create a public sector that does not enjoy the confidence of the public that we are effective and efficiency stewards of their hard earned tax dollars. As we can see, there exists no shortage of challenges before us. This writer has focused his energy on leadership development in the community college. I know less about how

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to resolve the issues that I have raised than I do about how to improve leadership development. The remainder of this piece will focus on what I believe to be the keys to resolving our premier challenge, and that is the increased emphasis on leadership development in the American Community College.

The Mission Comes First

If I am right that the teaching faculty is central to causing learning, then certainly the leaders and managers are also critical to the accomplishment of the community college mission. In the university where I have worked for the past quarter of a century, Department Chairs and Heads have not been required to attend professional development training. They, as do most of their colleagues in community colleges, learn on the job. This is much the way it was in America in the 17th and 18th centuries, in other professions such as law and medicine. Thank God that the assumption of continuous quality improvement and accountability concepts has strengthened these important professions. Admittedly in the public sector in general, and in higher education, leadership selection and development, has fallen into the hit or miss category. Thus the first recommendation is to completely overhaul the selection, training and development of leaders and managers in the community college. Evidence is strong that while organizations suffer when attempting to accomplish multiple tasks, is also true that humans experience difficulty in focusing on several task. The key is to organize the college in such a way as to name only the number of leaders and managers as are needed to accomplish the mission. Second, to select these individuals on proven leadership ability, third to provide the necessary training and technology for them to be able to do the job. Fourth, to evaluate these leaders on a true 360-degree system, and finally to hold them accountable for effective performance. Since all organizations hate change, the structure necessary to effectively lead the revitalization of leadership in the Community College must come from the highest governance component, wherever that level may be.

Foul-Weather Times

Perhaps the greatest leader of the 20th century was Winston Churchill. He spent most of the years leading up to World War II on the sidelines. When the war came he was ready. The most important task of the leader is to anticipate crisis. Perhaps to anticipate it, if not to prevent it. Perhaps in the community college movement somewhere there have been colleges and their leaders that have been anticipating the storm, weathering it and in fact getting ahead of the tidal wave. Surely there were these voices in the U.S. Government, but undoubtedly were drowned out by the noise of the great economic and growth surge. Today in our government as well as in its community colleges we are now in crisis. Surely it began to happen with the downturn in the economy. It became full-blown with the events of 9/11/01. Crisis management is the uniform of the day. We did not anticipate the crisis but we can certainly build our organizations so that we are now battle ready. Community colleges that enjoy high morale; those that can begin to build the trust necessary to survive, and then to begin to build the trust necessary to embrace change and the innovation necessary to survive and grow, will be the alma maters of the future.

In my years in the Marine Corps, I was honored to lead the best America had to offer. In my community college and higher education career the same level of followers existed. In my case as it is in our current situation, it was necessary to have my Marines and other public sector followers to trust me, and for me to trust them before we could proceed in many different contexts to accomplish the mission.

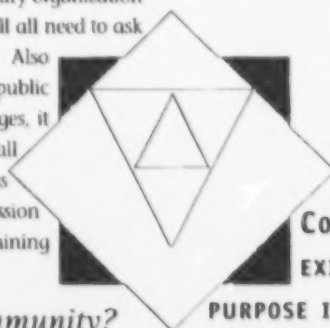
Setting New Goals

Most of us do not yet realize what our national leaders meant when they say nothing will ever be the same again. President Bush said that the attack on America had defined his administration. In a similar fashion each community college leader should begin to think in those same terms.

It is my strong belief that America's Community are in a "Rogarian" sense in the process of becoming. Life-Cycle theory tells us that organizations like other biological organisms go through

a cycle of birth, shock, adjustment, productivity, decline or revitalization and intimately death or rebirth. (Lacoursiere, 1980) Many of the junior, community, or technical colleges that begun or were started during this movement, as some have said were the greatest education innovation of the 20th century, are no longer with us. Some have morphed into new forms such as transiting from private to public, or consolidated into community college districts. The truth of the matter is many have died not to be born again because the college could not set and focus on the new goals that the times demanded.

In the new age, beyond 9-11-01, we should be ready to operate more effectively. We may need to reduce the cost of leadership and management by looking at what the military calls the "teeth to tail ratio." Even today military organizations such as the Marine Corps ask the question, how many people do we have supporting each fighting man? In a similar vein, community colleges might ask the question, "What is it costing us to support each faculty member?" One community college president, found enough funds to support seven new faculty positions by trimming excess administrative overhead, and at the same time created a much stronger administrative organization. We should remember that America does not go to war with its military organization at one level of readiness and its industrial and public sectors on another. We will all need to ask not what is best for me, but what is best for the students and the community. Also perhaps more importantly, we must consider, how can we demonstrate to the public that we are worthy of their trust? In setting new goals for our community colleges, it certainly will be appropriate to ask can we afford in these tough times to be all things to all people. If cuts must be made, after all of the belt tightening has occurred, we should prioritize our programs and courses related to the primary mission in our service area in cooperation with other public and private education and training providers.



In Times of Crisis, What do Leaders Owe the Community?

The history of the Community College is replete with vision and imagery linking it to "the home of the brave and the land of the free." Perhaps no portrait is as striking as George Vaughan's analogy of the Community College and the Statue of Liberty. In this vision the Community College is seen as education's Ellis Island, offering opportunity, "to the huddled masses longing to be free", and to the community college lifting its light of learning for those seeking a life of freedom from want. Leaders in America's community colleges are asked today to renew that lamp and to redouble efforts at both career development for entry level workers but also for new opportunities for those disenfranchised by the horrendous events of September 11, 2001.

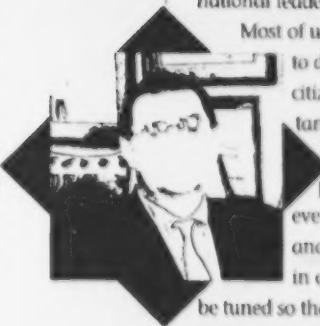
During these times, it is appropriate to ask, what do the leaders owe their people, and how can we increase trust, when much of the security that we had grown to expect, came tumbling down with the World Trade Center? One-way of looking at our times is that all leaders, from top to bottom owe certain assets to the organization. Some of these assets might be to insure job security for the employees of the college. This might entail redoubling efforts to seek new revenue or new sources of revenue. Paying this debt could be met by reorganizing the college along the lines expressed above. Most experts agree that during times of crisis, a full-fledged review of the values of the college along with representatives from the community is an essential for the organizational health of the college, as well an appropriate time to build stronger relationships with the faculty and staff.

Experts report a 100-year war between management and labor in this country. Public sector organizations are cursed by these same maladies. Management wants more productivity and labor wants more pay and benefits. Unfortunately, this problem has germinated to nation and local governments in the halls of Washington. In the recent past no decision could be approached, without haggling over priorities and party philosophy. In fact, America was beginning to lose faith in Congress and with local and state government.

Nothing focuses a country or an organization like external threats and we are living today with perhaps the most powerful in modern times. Leaders in the American community colleges owe it to their citizens and the community to reduce the effects these external threats and to

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COLLECTIVELY ADD VALUE
BOTH ECONOMICALLY AND
SOCIALY TO THE COMMUNITY
AS A WHOLE. THEY EXIST FOR
THE SAKE OF THEIR PUBLICLY
ASSIGNED MISSION. THIS
MUST NEVER BE FORGOTTEN.
THE FIRST TASK FOR THE
LEADERSHIP IS TO ENSURE
THAT EVERY ONE SEES THE
MISSION, HEARS THE MISSION
AND LIVES THE MISSION.**

George A. Baker III retired as the third President of Seneca College, Canada's largest community college. During his tenure, Seneca College has developed a strong international presence in the student recruitment market, providing educational opportunities and contract training to governments, international companies and to students from countries around the world.



achieve an environment where we can move forward with a top to bottom review of all aspects of the college and move even closer to truly becoming the greatest and most effective educational invention of the 20th century.

Summary: The Action Implications

We are awash in conversation, information, worry and concern since September 11, 2001. That day changed our lives forever and today we are focused like a laser beam on the leadership of America. While our prayers are with those that were lost, our hopes and prayers are with our national leadership and with the Armed Forces who must be the instruments of national policy.

Most of us, some 90% at the time of this writing, support the leadership and trust our leaders to do what is right and just. History supports the idea that when the action begins and citizens begin to pay a price in the national treasurer, and with their savings or other tangibles support will surely wane. Now is the time for leadership both national and local to begin to make changes that will result in more effective organizations—both public and private. We owe this much to those who have already sacrificed everything, and to those who will surely pay a very high price to protect our freedom and way of life. To use an auto metaphor, we may move from premium fuel to regular in order to better protect our scarce resources. To do this the organization will need to be tuned so that it will not “knock” on the leaner mixture. Community Colleges exist for a specific purpose in our society. They exist to add value to the citizens of the community and thus to collectively add value both economically and socially to the community as a whole. They exist for the sake of their publicly assigned mission. This must never be forgotten. The first task for the leadership is to ensure that every one sees the mission, hears the mission and lives the mission.

America has returned to its mission and the airwaves are full of patriotic music along with national flag waving, as well as moving eulogies for the dead and missing. Amidst all of this we know that as long as the human race is permitted to walk the face of the earth there will always be a need for Community Colleges. There will be miserable sinners. There will be the sick, those both of mind and body. There will be alcoholics and there will be drug addicts. There will be people who are serving time and those who did not take advantage of their opportunities the first time around. As long as we live there will be a need for the development of human beings who have not learned to read, write and to solve problems using the language and mathematical symbols and techniques. There will be the new immigrants who enter the work force doing the physical jobs that the native population believes is beneath their dignity. In the immediate future public schools will continue to be much less effective with the majority of their students than the times and the economy demands. Perhaps even more importantly there will be a significant number of families for one reason or another will not be able to send their children to four or five years to the university. Given these demands, each Community College will need to continuously review the mission, and conduct both long and short range planning. Energy will be high while resources will be scarce. While the nation seeks to untie a Gordian knot with international terrorism America will be up to the challenge. The next five years will be a consolidation and challenging period for America's community colleges. Let us rise to the occasion and show the world a new bright and shining symbol. Let us now work together to really become democracy's college.

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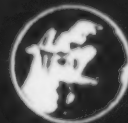
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Leadership in Times of Turmoil

MISSY BECKER

he year 2001 is now a memory, 2002 a new beginning. The events of last fall have left our lives as Americans in a democratic society forever changed.

As leaders in education, our responsibilities will surely increase. It is expected as the economy slows and layoffs continue, the task of preparing people for these changes will be given to the community colleges. The student population will increase in numbers and diversity. People who have been in the workforce for years will seek retraining next to our youth who are being raised never experiencing the violence nor being prepared for what they experienced September 11th. There is a new respect for our service professionals, specifically police and fire personnel. Our young people who once dreamed about being astronauts are returning to the dreams of their grandfathers to be a fireman or a policeman.

How can we as leaders prepare our campuses for what lies ahead. The need for succession planning continues. People waiting those many years for a well-deserved retirement will carry out those plans. People with less experience will be expected to step up. We will be expected to do more with less as budgets are slashed. Innovation and strategic plans will be paramount to the success of our colleges. Leaders will be expected to inspire others, overcome obstacles, and view the world from new perspectives.

Are we prepared?

We will need people to step up and return to the old way of working, the way their grandparents worked. "I will do whatever you need me to do." Family must once again become a priority. Patriotism is endorsed. Racism is not tolerated. Everyone must work together. No one can take anything for granted again.

The slogan and attitude heard around campuses nationwide will be "This is our college, in our community, in our country, in the Good ol' USA."

Then we will know we are prepared.

**"Change is
the watchword of
progression."** —ELLA WHEELER WILCOX

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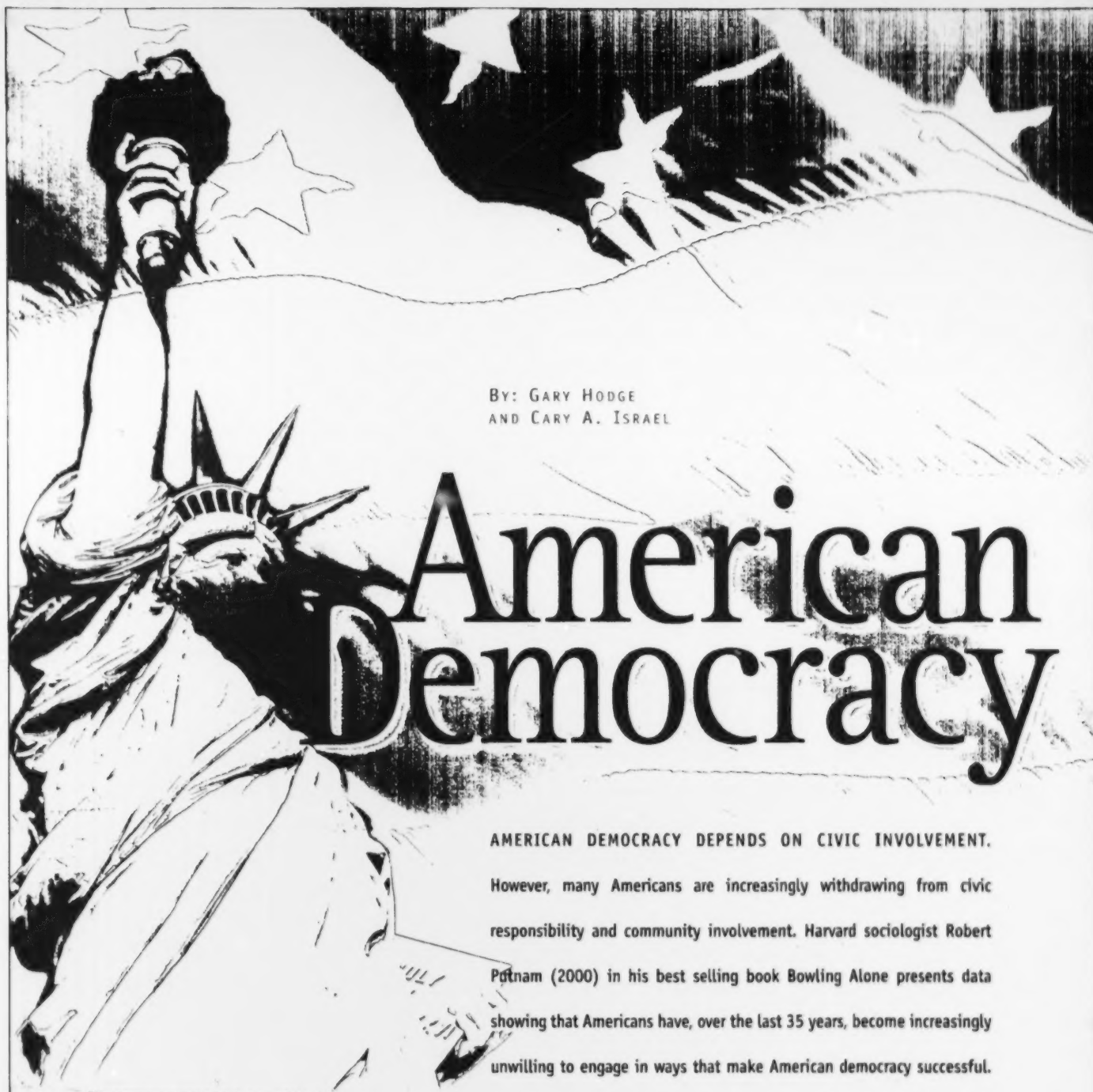
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BY: GARY HODGE
AND CARY A. ISRAEL

American Democracy

AMERICAN DEMOCRACY DEPENDS ON CIVIC INVOLVEMENT.

However, many Americans are increasingly withdrawing from civic responsibility and community involvement. Harvard sociologist Robert Putnam (2000) in his best selling book *Bowling Alone* presents data showing that Americans have, over the last 35 years, become increasingly unwilling to engage in ways that make American democracy successful.

The immediate result is a decrease in the benefits of communal activity and sharing ("social capital"). Surveys of the American public show widening distrust in government, increasing apathy, a deepening racial divide, declining participation in civic and social organizations and eroding community identity (*New York Times*).

WJG

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7

This growing civic disengagement is especially evident among college students. According to data gathered by the Harvard Institute of Politics, political involvement is low among college students with voting rates for 18 to 24 year olds falling in every national election since 1972. Additionally, only 16 percent of students report belonging to a governmental, political or issues related organization. Sixty-four percent do not trust the Federal government to do the right thing all of the time and 74 percent believe that politicians are motivated by selfish reasons (Harvard Political Review, Winter 2001). Surveys conducted by the Kettering Foundation found "that almost everything (college students) have learned about politics... makes them believe that it is not about solving problems; instead it is individualistic, divisive, negative, and often counterproductive to acting on the ills of society." (Kettering Foundation, 1993).

THE CHALLENGE: CIVIC ENGAGEMENT

The American Association for Higher Education in 1995 challenged colleges and universities to become "engaged campuses" where values of citizenship and civic involvement are modeled by faculty and learned by students. This challenge was repeated in the Presidents' Fourth of July Declaration on the Civic responsibility of Higher Education released by the National Campus Compact (Campus Compact, 1999) in the statement:

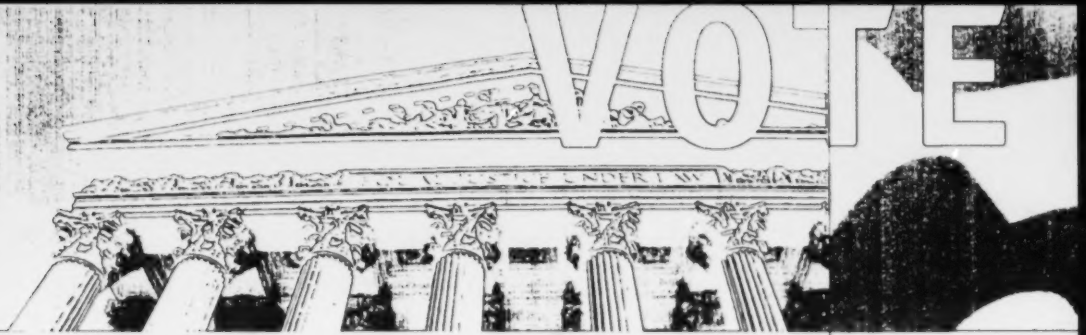
"We also challenge higher education to become engaged, through actions and teaching, with its communities. We have a fundamental task to renew our role as agents of democracy. This task is both urgent and long-term. There is growing evidence of disengagement of many Americans from the communal life of our society, in general, and from the responsibilities of democracy in particular."

Higher education must accept the challenge to promote civic engagement and community involvement through learning opportunities for students and with faculty who are actively engaged and involved in civic life. Colleges have a



WE ALSO CHALLENGE HIGHER
EDUCATION TO BECOME ENGAGED,
THROUGH ACTIONS AND TEACHING,
WITH ITS COMMUNITIES.

rock the vote

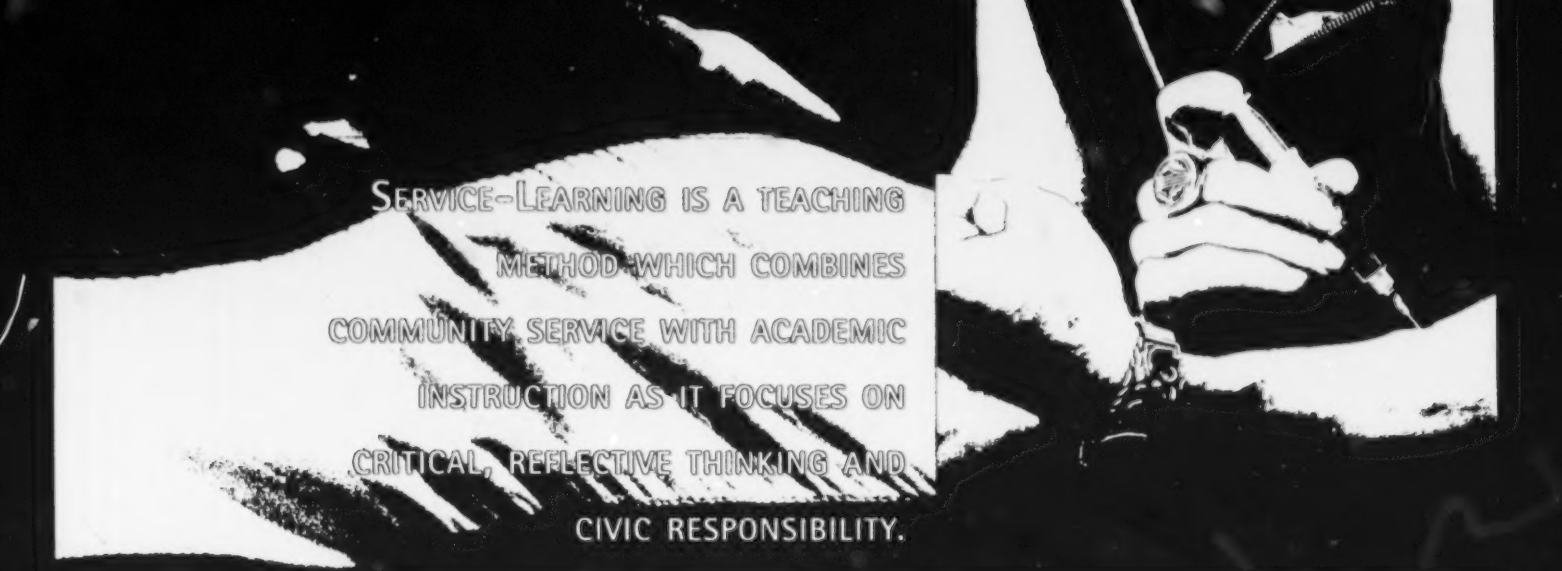


societal responsibility to promote the active learning of civic, social and moral responsibility.

In this atmosphere of growing civic disengagement and alienation, it becomes essential that all citizens become engaged and this will happen only if the opportunities and benefits of citizenship become clearer. Community colleges are in a perfect position to address the need for civic engagement through their mission to play an active role in the communities they serve. Elizabeth Hollander and John Saltmarsh in "The Engaged University" (Academe, July-August 2000) noted that "As institutions of higher education reshape themselves to meet the needs of civic renewal, they often return to their founding mission: serving democracy by educating students for productive citizenship." (page 29)

Collin County Community College District is addressing civic disengagement through engaged scholarship collaboration between our nationally recognized service-learning and learning communities programs. While college students are politically disengaged, they are actively involved in some form of community service. According to the UCLA Freshman Survey, 70 percent of students enter college having performed some type of community service in the past year (Astin, Sax, Avalos, 1999). Research conducted by the Harvard Institute of Politics (2001) found that 85 percent of college students prefer community volunteerism to political engagement and 92 percent say they are motivated by giving back to the community and making a difference. Engaged scholarship at CCCCD draws on this interest in community service to enhance learning communities courses and create deeper learning for students, instilling values of citizenship and civic engagement. Learning communities classes blend courses from two or more disciplines into a single course centered on a common theme. Most of these classes integrate a service-learning component into that theme, often in the form of a class project promoting civic involvement. Examples of past projects include the development of web pages for community service organizations, registering students to vote, working with area school districts in mentoring at-risk children, conducting research for an area homeless shelter, and assisting the Texas Department of Aging in bringing together resources for the elderly in Collin County.

Ernest Boyer argued that "colleges can find a way back to their civic mission through engaged scholarship that addresses the pressing problems of the day, makes connections across disciplines, and places special ties in larger contexts." (Boyer, 1996) Engaged scholarship at CCCCD enhances student learning, helps develop a unified vision among faculty, and benefits the community. Data collected through the Office of Institutional Research at CCCCD has shown that students completing learning communities classes have higher retention (18%)



SERVICE-LEARNING IS A TEACHING
METHOD WHICH COMBINES
COMMUNITY SERVICE WITH ACADEMIC
INSTRUCTION AS IT FOCUSES ON
CRITICAL, REFLECTIVE THINKING AND
CIVIC RESPONSIBILITY.

and success (13%) rates when compared to students in traditional classes. A joint report released by the AAHE determined that "Much learning takes place informally and incidentally, beyond explicit teaching or the classroom, (in) active social and community involvements..." (Powerful Partnerships, 2000). Two innovative programs at CCCCD that have been successful at promoting social and community involvement are learning communities and service-learning.

THE OPPORTUNITY: COLLABORATION BETWEEN SERVICE-LEARNING AND LEARNING COMMUNITIES

Learning communities classes integrate two or more courses around an interdisciplinary theme or central question and enroll a common student cohort in a given term. They utilize collaborative teaching and learning that connects college courses from separate academic disciplines to promote student learning and understanding. As identified by the Washington Center for Improving the Quality of Undergraduate Education, this approach represents an intentional restructuring of students' time, credit, and learning experiences to foster more explicit intellectual connections among students, among students and faculty, and between disciplines.

Learning communities at Collin County Community College officially began in the fall semester of 1994 with one course offering: sociology and history. Since that time, the college has enrolled over 600 students in 43 learning communities. Most learning communities combine core course offerings. Several have also paired core and elective courses and a few learning communities have consisted of only elective courses. We are proud to note that the learning communities program at CCCCD was selected as the 2001 national Bellwether winner for integrating service learning into course curriculum to achieve engaged scholarship.

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Service-Learning at CCCCD is modeled on the definition created by Campus Compact National Center for Community Colleges: "Service-Learning is a teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service-Learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community." (Campus Compact, 1998). Community service projects must be fully integrated into classroom learning experiences of students through course objectives and reflection.

A small group of CCCCD faculty integrated "community service" projects into their sociology and psychology courses prior to the national emergence of the term "service-learning". In 1998, the first step to institutionalizing service learning was taken by creating the position of Coordinator of Service-Learning. In the first year of official data, 13 faculty members and 97 students worked with 24 agencies in Collin County. Today the numbers reflect the growing success of this program. From the fall of 2000 through the spring of 2001, approximately 50 full-time professors and 35 associate professors have worked with over 800 students participating in the Service-Learning program. During this same period, the students assisted over 200 agencies and provided roughly 12,000 hours of service to our community. CCCCD received national recognition for service learning when it was presented with the 2000 Campus Compact National Center for Community Colleges award.

Collaboration between nationally recognized learning communities and service-learning initiatives establishes a model, which integrates civic engagement into the learning experience of students. The cross-disciplinary learning environment afforded students in a learning community enriches the service-learning experience. By providing students the opportunity to analyze, critically reflect, and engage in scholarly discourse through the filter of two, perhaps three disciplines, the service experience takes on a richer and deeper meaning.

In "THE ROAD TO THE WHITE HOUSE," a learning community combining English, history, and government, students worked with the Texas Secretary of State's Office, Project Vote Smart's Youth Inclusion Project, and "Rock the Vote" to conduct a nonpartisan voter registration drive on campus prior to the 2000 presidential election. The students gained a clearer understanding of the laws governing voter registration, strategies to ensure a successful voter registration drive, and the registration process. Through class discussions and reflective papers, students addressed the history and trends in voter registration and turnout, and their personal experiences in registering voters.

In an Anthropology & Photography learning community, "VISUAL ANTHROPOLOGY," one student photographed her friend's experience with heroin addiction. This series of photos taken in an area emergency room graphically details the horrific and consuming nature of heroin and its effects on the addict

**SERVICE-LEARNING
PROGRAMS INVOLVE
STUDENTS IN ORGANIZED
COMMUNITY SERVICE
THAT ADDRESSES LOCAL
NEEDS, WHILE DEVELOPING
THEIR ACADEMIC SKILLS,
SENSE OF CIVIC
RESPONSIBILITY, AND
COMMITMENT TO THE
COMMUNITY.**



**QUALITY OUTCOMES
ARE MORE LIKELY TO
RESULT IF PROGRAMS
HAVE ADMINISTRATIVE
"CHAMPIONS" WORKING
DILIGENTLY TO PROVIDE
FINANCIAL SUPPORT,
ACCOUNTABILITY,
ENCOURAGEMENT, AND
A MACRO VIEW OF
THE INSTITUTION.**

and the addict's family. In this case, the addict was a young man whose mother encouraged the photo documentary in hopes it would prevent others from using the drug. This photo documentary gained national recognition when it was the cover story of *D Magazine* (December 1999). Since that publication the mother has launched the Starfish Foundation, a national heroin prevention program, while the student received a college scholarship to continue her photographic studies.

An integral part of "THE POLITICS OF LIBERATION: CIVIL RIGHTS, CIVIL LIBERTIES, & MULTICULTURALISM IN THE 21ST CENTURY" (a learning community, combining government, history, and sociology) was the study of people with disabilities. Students in this class volunteered with organizations serving individuals with special needs. Many chose to work at Camp Summit, a residential, barrier-free camp for children, youth and adults, who are physically challenged, developmentally delayed, dual sensory impaired (deaf and blind) or

multi-disabled. Others volunteered their services at Equest, an equine assisted therapy and rehabilitation for children and adults with physical, mental, emotional and learning disabilities. Still others worked with The Angels Baseball League; providing boys and girls with disabilities the opportunity to experience the emotional development and the fun of playing little league baseball. Student "buddies" helped their challenged partners by acting as guides for sight-disabled children or by pushing wheelchair-bound children around the bases.

THE STRUCTURE: FACULTY AND ADMINISTRATIVE CHAMPIONS

Successful instructional programs like learning communities and service-learning must have faculty acceptance to become institutionalized into the culture of the college. Faculty acceptance can also be fostered and strengthened through administrative support and encouragement. Quality outcomes are more likely to result if programs have administrative "champions" working diligently to provide financial support, accountability, encouragement, and a macro view of the institution. A good administrator should have a global picture of their area of responsibility and must have a vision of where programs and the college will be at least three to five years ahead. This vision allows programs to be placed on tracks within the institution promoting stability and growth.

The service learning and learning communities programs at CCCCD are housed under the administrative responsibility of the Dean of Social Sciences, Health and Public Services. The role of the dean in supporting and enhancing programs is often played out behind the scenes. Academic programs seen as being "pushed" by administration onto the teaching faculty may not receive an enthusiastic welcome. Thus, the successful administrator must know how to introduce innovative practices to faculty in a manner that is collaborative and supportive, rather than intrusive. According to Alexander Astin, "Practically all

A LEARNING COMMUNITY, COMBINING GOVERNMENT, HISTORY, AND SOCIOLOGY—
THE STUDY OF PEOPLE WITH DISABILITIES



of the modern authorities on leadership...now advocate a collaborative approach to leadership, as opposed to one based on power and authority." (Astin, 2000).

At CCCCD, the Dean plays multiple roles in supporting collaborative efforts between service-learning and learning communities. These roles involve actively promoting and communicating the efforts and successes of both programs to the overall college community and to the Board of Trustees and the President. This communication requires being involved in, and knowledgeable about, activities and challenges arising as the programs operate. The service-learning program has a full-time coordinator who serves as a liaison to the faculty and to community service agencies. Learning communities are conducted with the assistance of a faculty coordinator who receives an extra service stipend for his work. Both of these individuals work under the supervision and direction of the Dean, and communicate information about the programs on a regular basis.

The Dean is responsible for making sure there is an adequate budget for course development, for professional travel to national conferences, for printing and publication of brochures, flyers, student packets, and for the clerical support and supplies necessary for the programs to function. The Dean also provides collegial support and encouragement when stress, territorial battles, faculty resistance and student issue erode the enthusiasm of program coordinators and faculty participating in service-learning and learning communities. It is important to give recognition and congratulations to faculty and chairs on a regular basis.

The President at CCCCD also takes the role of administrative "champion" for engaged scholarship collaboration between service-learning and learning communities, but on a larger stage. Without strong support from the president of a college, programs and initiatives are unlikely to succeed and prosper. A report on leadership published by the Kellogg Foundation finds that "All transformational change efforts will require some form of active involvement on the part of the CEO (President)." CCCCD's President is a strong advocate of the concept of engaged scholarship and he has made a commitment to the College becoming an "engaged campus." This commitment includes being a founding college and regional center for the newly created Texas Campus Compact.

"It is useful to view the work of the college president as comprising at least two different but complementary roles: a symbolic role and a functional role." (Astin, et al, 2000). The President gives symbolic support to both service-learning

and learning communities by openly championing the collaboration between programs before the Board of Trustees, the College community and the overall community served by the District. This advocacy serves to energize both programs and to communicate the importance of efforts made to achieve civic engagement on the part of students and faculty. The President also carries out the functional role of seeing that these programs have sufficient funding to ensure their success and of incorporating these efforts into the reward structure of the College. However, new initiatives must be established within a policy framework and institutionalized if they are to have the time needed to take hold and prosper. CCCCD carried out a planning process to identify "Core Values" and develop a strategic plan. Over 1,000 people participated in an All-College Planning Day, roundtable discussions, focus groups, student surveys, electronic town hall meetings, e-mail postings and a myriad of other venues. The following Core Values were identified and articulated: "We have a passion for: Learning, Service and Involvement, Creativity and Innovation, Academic Excellence, Dignity and Respect, and Integrity." Indeed the core values of service and involvement and academic excellence form a critical foundation for our goal of engaged scholarship.

It is interesting to note that the strategic planning and Core Value process mirrored the educational outcomes expected from our collaborative efforts at engaged scholarship. Journal articles and books examining ways to engage a college and community in the planning process were read, related issues were researched and policy "white-papers" were prepared in order to structure the discussions. This resulted in Core Values that provide the context and structure necessary to support the College commitment to service-learning and learning communities.

"PRACTICALLY ALL OF THE
MODERN AUTHORITIES ON
LEADERSHIP...NOW ADVOCATE
A COLLABORATIVE APPROACH
TO LEADERSHIP, AS OPPOSED
TO ONE BASED ON POWER
AND AUTHORITY."





Additionally, initiatives directed at engaged scholarship have received support through the sabbatical leave process at CCCCD and with faculty receiving compensation for teaching learning communities as a percentage of their required load. This deepens the commitment to service-learning and learning communities and helps see that both programs become institutionalized into the culture of the college. Any questions about the higher costs associated with learning communities courses were rendered moot because of the process, values and strategic plan that was developed collaboratively by the College community. In order to accomplish goals and achievement indicators related to engaged scholarship, decisions were made to discontinue lower priority activities. Thus, stakeholders at CCCCD embraced resource reallocation to accomplish the agreed upon achievement indicators.

CONCLUSION

The success of initiatives like service learning, learning communities and engaged scholarship requires commitment from faculty and administration. It is not possible to create and sustain programs unless there is a concerted effort on many fronts to promote and reward effort and quality outcomes. A college needs a team of people who are motivated to be innovative and creative in developing learning centered instruction that benefits students, faculty and the community. At Collin County Community College, this team presently includes the faculty, Coordinator of Service-Learning, Dean of Social Sciences, Health and Public Services and the College President.

AUTHORS

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Beyond the Campus: Local and Global Partnerships that Work

BY ANDREW A. REZIN AND
ROBERT L. QUEEN

CHANGES WITHIN OUR COUNTRY AND AROUND THE WORLD ARE SIGNIFICANTLY AFFECTING THE FUTURE OF HIGHER EDUCATION. TECHNOLOGY IS ALSO INCREASING AT AN EVER-ADVANCING RATE, AND THE SHRINKING OF THE WORLD INTO AN INTERDEPENDENT GLOBAL ECONOMY INFLUENCES OUR ACTIONS. NEW FOR-PROFIT INSTITUTIONS ARE AGGRESSIVELY COMPETING FOR THE EDUCATIONAL AND TRAINING DOLLARS OF OUR BUSINESSES AND OUR CITIZENS. THE ADVENT OF WEB-BASED INSTRUCTION HAS DRAMATICALLY INCREASED COMPETITION FOR STUDENTS. ALONG WITH THESE EXTERNAL CHALLENGES, WE LIVE IN AN ERA WHERE SHRINKING FUNDING HAS SUBSTANTIALLY HAMPERED OUR ABILITY TO INNOVATE AND CHANGE. WE CAN CHOOSE TO EMBRACE THESE MAJOR TRENDS AND SEIZE THIS OPPORTUNITY TO CHANGE OR RISK BECOMING CASUALTIES OF OUR OWN CONSERVATISM. WE CANNOT ANY LONGER ALLOW OURSELVES TO BE 'PRISONERS OF THE SYSTEM' (SENGE, 1990). PARTNERSHIPS WITH PRIVATE AND PUBLIC SECTOR ORGANIZATIONS, LOCALLY, REGIONALLY, AND GLOBALLY, PROVIDE THE STRATEGIC ADVANTAGE THAT WE NEED TO LEVERAGE OUR RESOURCES AND RESPOND TO THE CALL.



*Successful partnerships
can be developed working with
traditional academic areas.*

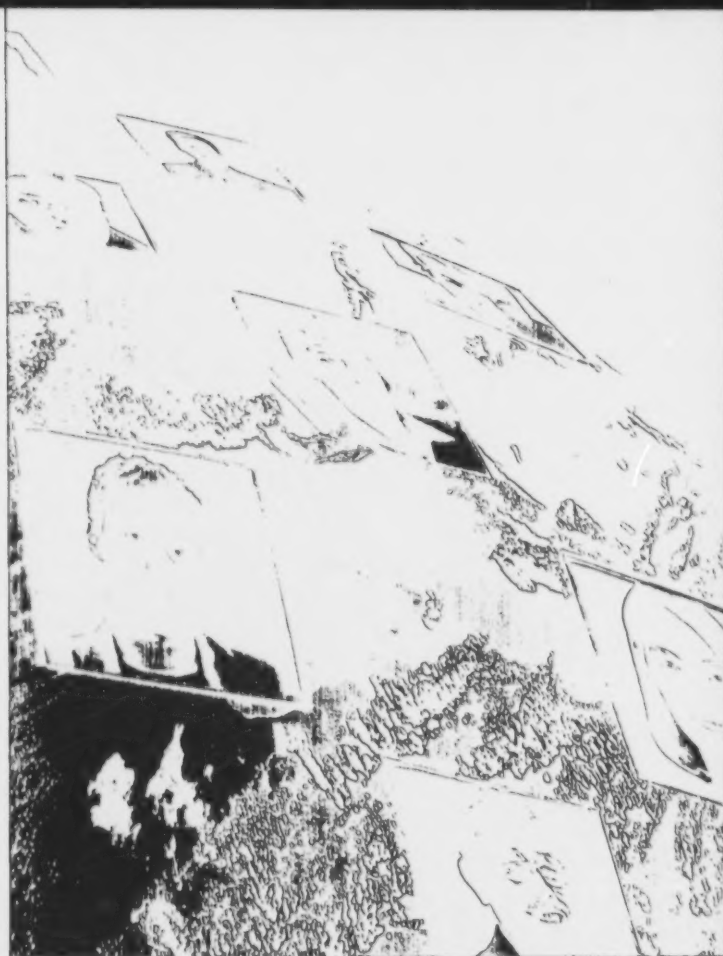


COOPERATIVE PARTNERSHIPS provide a wide range of benefits that are valuable to our institutions. They give us the opportunity to leverage our resources that will benefit our students, partners, and institutions. In

return for our investment of time and resources, partners provide substantial expertise and resources that allow us to undertake initiatives that we could not pursue alone. Partnerships also strengthen our ties to the community thus assuring that we are responsive to their needs. These partnership opportunities are not limited by program type or geography. They can be developed in collaboration with local, regional or global companies and/or educational institutions. They are not limited by subject matter area. Successful partnerships can be developed working with traditional academic areas (i.e., communication skills, journalism, and biology) as well as with technical programs (i.e., automotive, nursing, business management, and construction sciences).

Background:

In 1997, Columbus State Community College undertook a process of organizational restructuring. All employees provided input to this restructuring process that resulted in a model to guide the college well into the twenty-first century. The result was the establishment of an organizational student centered structure built upon new college vision, mission, values, and goals. The new Columbus State Community College Strategic Planning Goals reflect a community outreach emphasis as well as a commitment to a global perspective. Existing departments and structures were modified to free up resources from within the organization that could be redirected towards these new initiatives. These new resources were primarily directed into two new program areas. The Office of International Initiatives and Community Outreach was established to facilitate a global perspective and provide the organizational structure needed to globalize the campus. A new division, Community Education and Workforce Development, was created with the mission of addressing a wide range of educational and training needs of local businesses and the community. The success of these new program areas depends on their ability to expand the college's role in our community, in our region, and globally through building partnerships.



Why Partnerships?

"Today's high-skill job market requires advanced academic knowledge and workplace skills and training, yet youth entrants to the work force are not meeting these criteria" (Brown, 1998, p.1). The tools that we need to overcome what is lacking within traditional higher education lie in the opportunities for external experiences that partnerships provide.

External learning experiences assist students to enrich their academic knowledge and develop their soft-skills required for successful employment. The outcome criteria found in the SCANS report (1991) as well as the work of Wirth (1989), and Reich (1991) have identified these soft-skills as critical keys to preparing graduates to meet the needs of the workplace. The ability to work under a mentor in external learning environments further increases the value of these experiences.

The development of mentorship experiences for students is critical to their success. Hamilton (1990) identified the value of mentor relationships as their ability to provide value that is unavailable in the campus-based setting. Some of the benefits he observed were the ability to provide learners with adult role models and to help them to develop flexibility, dependability, and

Beyond the Campus: Local and Global Partnerships that Work

vocational skills of the future, as identified by employers. He further stated that these benefits go beyond preparation for the workplace. The workplace skills (soft-skills) that the mentor can impart on the student (Lankard, 1996) can be a vital part in reducing anxiety about entering the workforce. They also act as a dynamic, supportive transition to adulthood.

Evidence exists that external experiences for students have a positive impact on both student satisfaction and retention. The students' ability to see a clear relationship between their educational program and their desired career goals provides an impetus for the student to continue to learn. Heinemann (1988) supports this positive impact citing several critical factors that can be improved by this external involvement:

- Shaping of career goals can help lesser-prepared students toward making a greater commitment to education.
- Successful experience improves student's self image.
- The income potential during the education may help reduce financial pressure.
- Work experience strengthens the graduate's resume.
- The close workplace relationship improves the quality of programs by strengthening curriculum and teaching.
- Possible financial benefits to institution (both monetary and in other support) may further enhance the overall benefits of a cooperative arrangement.

The International Management Centers (1998), a multinational postgraduate institution for the development of managerial effectiveness, states that there are measurable benefits of participation in cooperative programs to private sector partners. They observe that involved industry partners have reported that cooperative programs:

- Are very cost effective.
- Reinforce the student's commitment to the organization.
- Provide an immediate transfer of learning.
- Provide relevant and company-oriented learning solutions.
- Reduce problems of integration of new workers into the workplace.

Involvement in partnerships also provides several direct benefits to educational programs. Casner-Lotto (1989) and Cantor (1991) reported that these collaborations provide partner colleges:

- Assistance in recruiting students who will be able to complete the program;
- Participation in monitoring the programs as they go along, ensuring that standards are met and that problems are solved as they arise;
- Providing materials, training aids, and equipment so that relevant training can take place; and
- Involvement in continuous training of faculty to keep them up to date on current changes in the technology of the corporate products.

Exposure to international opportunities is very important to prepare students to work and live in today's world. The American Council on International Intercultural Education (ACIIE, 1996) stated, "Global education is now recognized as a dominant component of meaningful, futuristic, and applicable education." Moreover, providing learners with a global education is "a worthy service to them and to their community, college, nation, and world." Establishing Global Perspectives through partnerships enriches the campus community and improve the college's ability to provide a broad array of resources and learning experiences for the college community and the broader community. According to the Community Colleges for International Development, Inc., international activities (1) bring us into a world of global competition and development, (2) allow us to understand and respond to values of other countries, and (3) assist us in living together in harmony, promoting an understanding and appreciation of diversity. It is imperative that community colleges develop a global and multicultural competent citizenry to ensure the survival and well being of our communities (ACIIE, 1996).

Columbus State's Experience

Numerous new partnerships have been built at our college over the past three years. Many of these new initiatives would not have been initiated without the redirection of resources and priorities within the institutional mission and goals to focus on these endeavors.

The office of International Initiatives and Community Outreach was established in July 1998. Some examples of their new initiatives are:

HUNGARIAN YOUTH TRAINING PROJECT: Through sponsorship by The World Bank, the college worked with the Hungarian Ministry of Education to develop and conduct a curriculum development-training program covering eighteen occupational areas.

STUDENT STUDY ABROAD PROJECTS: Eleven student study abroad experiences have been conducted exposing faculty and students to Mexico, Canada, France, and Jamaica.

INFORMATION TECHNOLOGY TRAINING TO TANZANIA: In cooperation with the government of Tanzania, the college has developed a partnership to provide training in information technology concepts to Tanzanian leaders in the public and private sector.

VISITING SCHOLARS: During 1999, the college received a visitor from a technical college in South Korea for a six-month tour in computer science, and a Fulbright Scholar from Buenos Aires, Argentina, who taught courses on Latin American History in the department of Arts and Sciences.

INTERNATIONAL DELEGATION VISITS: Through a close working relationship with the city, chamber of commerce, governor's office, International Visitors Council, Columbus Council on World Affairs, universities, and other business and industry contacts, Columbus State has had International delegations from fifteen nations visit the campus to learn more about the community college system.

SISTER COLLEGE PARTNERSHIPS: Columbus State has established a Sister College agreement with Jeonju Technical College located in Chonju, Korea and is in the process of finalizing agreements with colleges located in England, South Korea, Dar Es Salaam, Africa, and Saudi Arabia.

INTERNATIONAL STUDENT ASSOCIATION: This association is advised and coordinated by faculty members but operated by elected international students.

INTERNATIONAL BUSINESS WEBSITE: To help connect Columbus, Ohio businesses to the world, Columbus State Community College has partnered with the city of Columbus' Department of trade and Development to develop and maintain a premier website for international businesses. The web address is <http://www.csc.edu/iec/index.htm>.

OHIO COMMUNITY COLLEGE CONSORTIUM FOR GLOBAL EDUCATION: The college has been instrumental in providing the leadership in the formation and implementation of this consortium of area colleges.

EXISTING INTERNATIONAL ORGANIZATIONS: The college actively participates in the activities and conferences sponsored by the American Council on International



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Intercultural Education, Community Colleges for International Development, Midwest Institute for International Education, and the Association of International Educators.

Local Business Partnerships

The development of the new division of Community Education and Workforce Development has fostered new partnerships with a wide range of community partners. Some notable examples are partnerships with the following organizations:

APPLIED TECHNOLOGY DEGREE: A new associate degree has been developed to address the desire of the union skilled trades to be able to build a unique degree program combining their existing apprenticeship program with appropriate general education coursework.

ACT TESTING CENTER: The college pursued has been accepted to develop one of the new ACT Regional Testing Centers that will provide a wide range of college and industry testing to serve community needs.

BANK ONE: A Management Development Partnership with Bank One was formed that combines their in-house Managerial-Supervisory College training program with the college's business management coursework to create a new degree pathway in Business Management.

COLUMBUS CHAMBER OF COMMERCE: A school-to-work partnership with area industry and pilot high schools was developed to create Career Academies in the high schools. This allows high school students to obtain up to 1 year of college credit prior to graduation along with employment guarantees from area businesses for graduates.

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CORNA-KOKOSING CONSTRUCTION: A partnership that resulted in the addition of a five-course module from the college's Construction Management program into the company's trades apprenticeship program provides an upward career pathway into supervisory positions for their employees.

CENTRAL OHIO AIR CONDITIONING CONTRACTORS ASSOCIATION (COACCA): A technician development partnership was created that allows contractors a means to recruit and hire unskilled labor and assist them through the college's Commercial Heating and Air Conditioning program to become skilled repair technicians.

OHIO NATIONAL GUARD: A standardized articulation agreement has been developed that grants Guardsmen assigned to motor pool job classifications advanced standing towards an Associate Degree in Automotive Technology.

LONDON CORRECTIONAL INSTITUTION: In cooperation with the Columbus Automobile Dealer's Association, an honors program has been created that attracts inmates from five area prisons that have completed vocational automotive training in prison. They can then take college automotive and

academic coursework during their last year of incarceration with a guarantee of employment upon release.

FORD YOUTH AND ADULT AUTOMOTIVE TRAINING CENTER: Through funding from local agencies and Ford Motor Company, a special program has been developed that combines intensive counseling and technical training. This will enable the college to provide a short-term certificate program that can recruit and train at-risk youth for careers in Automotive Maintenance and Light Repair.

AMERITECH WORKFORCE+: This eight-week welfare-to-work job skills and job placement program is one example of new activities focused on the unemployed and underemployed populations in the community.

ENTREPRENEURIAL WORKFORCE PROGRAMS: Special programs have been developed to assist small business owners and entrepreneurs to learn how to get started and become successful.

K-12 INITIATIVES: New and expanded programs have been developed to serve students in kindergarten through high school (K-12), preparing students for entry into college, careers and life-long learning.

Summary:

Reaching out to the community, and the world, to build partnerships provides colleges with the opportunity to leverage their limited resources. Working together with local and global partners we can build new programs and expand existing ones far beyond what we would have been able to accomplish on our own. We can better meet the needs of our students, local industry, our community, and the world in the process.

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BOOK REVIEW

Work Like Your Dog Fifty Ways to Work Less, Play More, and Earn More

By Matt Weinstein and Luke Barber

249 pages, \$22.95 Hardcover

ISBN 0-375-50241-6

"...If you really want to be successful, if you really want to get ahead, and if you really want to be happy in your job, then you have to learn to work like your dog. I hasten to add, however, that you must be very clear how most dogs go about their work."

This quote is the basis for this enlightening and inspiring book about how to approach your professional and personal life with enthusiasm. Luke Barber and Matt Weinstein use the example of Luke's dog, Blue, to explain how you can treat work as a game, approach work with consideration and sensitivity, put the negative behind you, know that work and play do not have to be mutually exclusive, and how you can effect other people by adopting this attitude.

This book is divided into what the authors refer to as "50 ways to work less, play more, and earn more." These include topics that address leadership issues such as:

- ☐ Opportunities to make the most of changing situations
- ☐ Celebrating successes
- ☐ Team building ideas
- ☐ Maintaining balance between personal and professional lives
- ☐ Maintaining a positive attitude
- ☐ Dealing with rejection
- ☐ Conflict resolution
- ☐ Maintaining your personal mission in the face of adversity
- ☐ Stress reduction

Luke Barber is a professor of philosophy at Richmond College in Dallas, Texas, where he teaches both philosophy and ethics. He was a Keynote Speaker at the Chair Academy's 10th Annual International Conference in Tampa, Florida.

Matt Weinstein is founder and Emperor of Playfair, Inc, an international management and consulting company.

The message conveyed in the book, *Work Like Your Dog*, is simple. If you choose to look for humor in your everyday life you will reduce stress, enjoy life, and appreciate others, as they will appreciate you.

Do not
let what
you cannot
do interfere
with what
you can do."

—JOHN WOODEN

MANAGEMENT THEORIES BY BARBARA LACY



Buffy is devouring books and articles on the histories of community colleges.



So she will recognize community college memorabilia at garage sales.



She wants to be ready.



When prices start escalating on ebay, "No one realizes what a collection like this could be worth!" she says.

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Curriculum Odyssey (CO 2020) *Creating a Diversity Requirement and Change through a New General Education Requirement at Highline Community College*

BY LONNY KANEKO

The Washington Education Association awarded its 2001 Human and Civil Rights Award to VP Bermingham and the Diversity and Globalism requirement from Highline's Culture, Gender and Global Studies Department (CGG).

The CGB was established in 1995 when the Vice President for Academic Affairs, Jack Bermingham, asked if I would co-chair a task force to recommend changes in our college's general education requirements (GER). From this a diversity requirement for graduation, with a list of over 20 courses, was established, and the faculty went from about 3% minority to almost 20% and its students from 15% minority to almost 40%.

THE DIVERSITY REQUIREMENT

The most significant recommendation from the task force was the diversity requirement. After the task force made its recommendation for a new GER, the Instruction Cabinet (Division Chairs and Deans) reviewed it and passed it on to the Faculty Senate, which after deliberating a few years passed the diversity requirement. During these years, the CGG Department was established in the Social Sciences Division. For the most part, the new department was composed of faculty from Arts and Humanities and Social Sciences, but has also been represented by other divisions. Membership in the department is voluntary and has been populated largely by faculty with less than ten years on our campus.

Shortly after the formation of the department, the Vice President for Academic Affairs formed a faculty committee, in accordance with the task force recommendation, to establish the criteria for courses that would fulfill the diversity requirement. Faculty members who wished to have their courses fulfill the diversity requirement had to complete an application form. The committee has used its criteria stringently, and every course had to demonstrate on the Course Adoption Form, which is filed in the Instruction Office, that its content matched the criteria.

The criteria was researched by the faculty committee that came up with this statement:

1. To meet the Diversity/Globalism requirement, a course must substantively address at least one of the following:

- One or more groups historically excluded on the basis of culture, race/ethnicity, gender, sexual orientation, class or disability (may be within the U.S., outside the U.S., or across national borders).
- An aspect (e.g., literature, politics) of one or more cultures or societies (specifically African, Asian, Pacific Islander, Native American, Latin American or Middle Eastern).
- A global system (e.g., economic, political, environmental) or systemic issue (e.g., human rights, pollution, hunger, trade, access to resources, migration).

2. A course must substantively address at least two of the following:

- Local, regional, global and socio-economic integration and interdependence (e.g., relationship between local political system and dominant international political systems; connections between regional labor movements and worldwide labor movements).

- Societal/cultural group contributions to and analyses of world knowledge. Achievements and expressions of identity, self-determination and resistance by historically excluded groups (e.g., art forms, organized resistance, reclaiming and subverting the meaning of derogatory terms).
- Institutional oppression and dominant group privilege (e.g., how White privilege is perpetuated; difference between individual and institutional sexism).
- Prejudice, stereotyping and discrimination (e.g., recognition of stereotypes of people with disabilities in the media). The social construction of knowledge (e.g., identification of the perspectives that have informed development of the discipline under study).
- Indigenous peoples and perspectives (e.g., First Peoples' involvement in environmental issues).

- Skills (e.g., critical thinking, communication, conflict resolution and problem solving) for confronting biased treatment and advocating for justice.
- Dynamics of intercultural or intersocietal conflict and resolution.

The complete set of criteria may be found at the following web address: <http://flightline.highline.ctc.edu/deanofinstruction/diversity.htm>

During the past three years the campus has seen new courses offered in Native American Studies, Asian American Studies, Latina/Latino Identities, Women's Health Issues, Maiden Voyages: Women's Travel Literature, Music Cultures of the World, and African American Experience. We've had coordinated studies on the Holocaust, gender studies ("He Said, She Said" and "Psychology of the Sexes"), and "Hip Hop & American Society," to name a few.



Curriculum Odyssey (CO 2020)— Creating a Diversity Requirement and Change through a New General Education Requirement at Highline Community College

THE INTERNATIONAL COLLEGE

With the college's global curricular initiatives came the need to create faculty expertise in global issues. Some of the expertise arrived with the hiring of new faculty, some with specialties related to global issues and others who had spent considerable time studying abroad or were involved with Fulbright and Peace Corps activities. In addition, faculty who had been on the staff for many years have been provided opportunities to work abroad, to facilitate the development of programs in Africa, and to teach in Shanghai, as part of an ongoing exchange with Jiao Tong University. Since 1995, Dr. Bermingham's office has applied for and received a variety of Department of Education and USAID grants. Highline has created ways to develop faculty experience and knowledge.

THE OPPORTUNITY FOR CHANGE

Over the thirty plus years I have spent at Highline College, many task forces have spent weeks and months discussing the college and finally proposing changes to improve instruction, working conditions, and the like. Few if any of these changes have ever been implemented. Thus, when word got out that I had been asked to co-chair a task force to review college's general education requirements, members of the previous faculty group warned me that nothing would come of our work.

My co-chair, Carol Tamparo, and I planned the process we were to follow; we decided to involve the faculty as much as possible. Previous task forces had met and talked with each other and had come up with their great ideas in relative isolation. On the other hand, I understood a planning process to



be a public process, in which commissions went to communities and talked with them, assessed their needs, asked for their ideas, came up with a plan, and earned the support of the communities. The communities in turn went to the legislature to lobby for appropriations for our programs. This was the general model we used for our task force. So, we would not only come up with ideas for a new GER, but we would record what faculty thought was important, and thus set the groundwork for later faculty approval.

And perhaps because of an unusual conjunction of opportunities involving new administrators, the changing student population, the first significant numbers of faculty retirements, and years of discussion among faculty members, our task force took the first formal steps toward change the year after the Vice President received it and soon afterward made the first change: the diversity requirement.

A BIT OF HISTORY

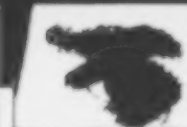
Let me pause here to describe Highline during the 1960's, 1970's and early 1980's as a mainstream community college, with few, if any, minority students. We came out of the 1960's with a few Black literature and history courses, but by end of the 1970's, the courses were no longer offered. There were three or four full-time faculty members of color during my first 25 years. At one time there were three of us out of approximately 130 full-time faculty. In other words, we were no different than many hundreds of other suburban community colleges. Our faculty members were hired in the 1960's and early 1970's. We were a product of professors who were trained in the 1940's and 1950's. And as a group we remained intact for nearly 30 years, and few new ideas were provided by newly hired, freshly trained faculty. Ironically, the few new faculty members were experienced and middle-aged, just like those of us who did the hiring.

In the 1970's the college established a Minority Affairs Office headed by a succession of black and Native American administrators. Their presence and their work on campus remained barely visible. The largest numbers of Native American students arrived from across Puget Sound and from the South Sound only when our Native American minority affairs director established a special program for them in the mid 1970's.

By the late 1980's, the Arts and Humanities faculty were talking about diversity. We talked about the need to add faculty of color, the need to broaden the range of our courses, to offer a humanities of Asia and to teach African American literature. During the early 1990's our division hired three Asians, one from China and two Asian

or culture. In 1986, 57% of our minority students were Asian/Pacific Islander immigrants or refugees. The diversity of our student body had grown, but like all other colleges, the new "diversity" was the result of the huge influx of Southeast Asian refugees, who were barely surviving the language barrier.

BY THE LATE **1980's**, THE ARTS
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Americans. We also hired one African American. We did not do as well in diversifying our course offerings. The one Asian American qualified to teach minority literature left to begin her family. Other faculty members, while supportive of programming changes, were reluctant to teach in fields that fell under "minority" labels. Our African American instructor seemed more interested in teaching composition and desktop publishing than developing an African American literature course. At worst, we talked the talk but found ourselves in conflict and entrapped with our 1960's education, both in training and in values. We definitely needed something to move us beyond the walls we had created for ourselves.

And finally, even if we had offered the courses, we would not have had much of an audience. Contrary to baseball myth, building a field provides a field; it does not always create a team nor does it draw an audience. Our students were not interested in the study of African American or Asian American literature

In 1995, five years after our new minority hiring, we saw more faculty members preparing for retirement. We had grown from 3% to 6% minority faculty and claimed 27% minority students. By 1999, 17% of our faculty was African, African American, Asian/Pacific Islander, Asian American or Hispanic, and our minority student population grew to almost 40%. What happened? Among other things, rising housing prices in Seattle forced more and more people into working-class suburbs. Thus, the time was right in 1995, for us to re-examine as a campus, what we valued in an education. When we interviewed non-white and white candidates the past several years, they consistently noted that Highline's website showed us to be very serious about our diversity and global initiatives.

Curriculum Odyssey (CO 2020)— Creating a Diversity Requirement and Change through a New General Education Requirement at Highline Community College

THE TASK FORCE MEMBERSHIP

Our Task Force had to consider both vocational and transfer programs. As such, our six members represented vocational and transfer programs, each of the five divisions, a variety of age groups, races, and experience within the college (the most recent hire had just completed the tenure process), membership in each of our faculty buildings, and clearly differing personalities and approaches to

problem solving. The first thing we did was to take the Myers Briggs test to draw ourselves together. We talked about the results, how we approached problem solving in differing ways. For those who have not used this survey, it did provide the group with an acknowledgement of our own differing approaches to the questions we would have to answer.

One of our first decisions was to name ourselves: *Curriculum Odyssey 2020 (CO 2020)*. We recognized if our proposal were to suggest significant change that these changes would

work into the curriculum over a period of time. We saw ourselves drawing a map into the future, a journey from what we thought in 1996 would be important in the year 2000. But we opted for the year 2020 while hoping to see with year 2000 clarity. Such was our optimistic dream.

THE PROCESS

We planned to communicate with the campus. One CO 2020 member wrote a newsletter that we posted on a public e-mail folder. We also laid out a plan to talk with every full-time faculty member. But before we did, we spent several meetings brainstorming. We asked ourselves the questions we were going to ask the faculty.

The Questions were:

- What common skills, knowledge, or values should HCC graduates have to be successful in the next century?
- What changes must we make in General Education requirements in order to provide students with these skills, knowledge or values?
- What challenges and obstacles will we encounter along the way?

Our answers covered several black boards. We made clusters, connected ideas, and before we finished had a good variety of ideas in answer to number two. What changes would we have to make in the GER.

Having reached some agreement on where we were headed, each task force member selected faculty members with whom he or she had good professional and personal



WE SAW OURSELVES DRAWING A MAP INTO THE FUTURE, A JOURNEY FROM WHAT WE THOUGHT IN **1996** WOULD BE IMPORTANT IN THE YEAR **2000**. BUT WE OPTED FOR THE YEAR **2020** WHILE HOPING TO SEE WITH YEAR **2000** CLARITY. SUCH WAS OUR OPTIMISTIC DREAM.

relationships, and then we divided up the rest of the faculty to create small discussion groups of five. With approximately 120 faculty members to interview, we each met with about four groups and interviewed those who did not attend the groups individually. Let me pause here to say that the groups were formed with an attempt to create diversity. We wanted faculty from across divisional and vocational/transfer lines to meet together. We also wanted a mix of new and old faculty. We wanted faculty to hear what people from other parts of the campus community were saying and thinking. We wanted to create a climate that would generate freedom from the 1950's education era. Some of our task force members met individually with their faculty members. We agreed that the informal and personal approach was the strongest reason for taking this step.

Members led the discussions, took notes, and reported back from their discussion groups and asked for faculty responses. We took these notes and created a document that summarized what we heard. Not surprisingly, our fellow faculty members had expressed ideas very similar to our own. Diversity, we were glad to see, was high on the list. We tabulated the faculty responses and created a

document that we sent out to faculty again for their written responses. It was captioned, "Summary of Faculty Responses: did we hear you correctly?"

Under Strong Faculty Interest were listed:

- Diversity, meaning global and multicultural America;
- Critical thinking and problem solving;
- Communications;
- Ethics and individual qualities
- Building of student leaders

Under General Faculty Support were listed:

- Developing competencies in basic skills.
- Applying Practicing teamwork through volunteering, community service, as well as applying math and communication skills.
- Strengthening subject areas.
- Providing Information processing and research skills; Embedding these skills in other courses.
- Providing opportunities for Coordinated Studies or linked courses.
- Pursuing alternate Delivery systems such as distance education, virtual college.
- Creating programs that are relevant to students while fulfilling college-wide outcomes.

We also sent out a separate document entitled "Challenges and Obstacles to Change."

The obstacles included administrative leadership and bureaucracy but also included faculty attitudes and skills, and the physical plant itself.

When faculty members responded to both documents in writing, we had a wealth of ideas to work with. We came up with a rough draft of a GER that included the ideas with a disclaimer that it was any version of our final recommendation. We met with groups of faculty to discuss it and asked them to evaluate the draft with criteria we had developed through our discussions with them. By the time we finished, we had met with faculty in small groups at least twice, received written responses perhaps three times, or more, and then sat down to discuss what our final report would look like.

We did not work in a vacuum. We did some research, saw what other colleges had done, discussed what we liked and disliked and formulated our own versions of what they were doing. A few colleges in the area had a diversity requirement that designated a single course that looked like it was intended to undo prejudice, an anti-bias course. We took a different tack. We thought that learning about a group, reading its writers, studying its culture and history, provided an education, and that education was the first step toward accepting the differences we perceive in people. Thus, our recommendation was to have faculty members set up the criteria you've seen above, and designate courses throughout the curriculum as fulfilling the diversity requirement.

Curriculum Odyssey (CO 2020)— Creating a Diversity Requirement and Change through a New General Education Requirement at Highline Community College

Highline has seen many changes in its offerings over the past few years. The task force recommendations have been exceeded by the actions of the young faculty members who have devoted themselves to creating a climate that embraces differences and accepts diversity. Other faculty members have risen to the challenge by creating new courses and revising existing ones to meet the faculty-developed criteria.

OTHER CHANGES

AND SUCCESSES

Since the Faculty Senate discussed CO 2020 recommendations, several other recommendations have been put in place. We have officially added a Speech for all AA students. We allow foreign language as part of the distribution but only after the second quarter. Although the Math Department has chosen not to pursue embedding the quantitative skills requirement (QSR), the Writing Department began consulting on developing W courses with faculty members from other disciplines. At this moment we have a "gateway" writing faculty-helping instructors in other disciplines develop writing assignments, a step towards writing in the disciplines. Other recommendations have been set aside because the college is not ready; however, Coordinated Studies has become an integral part of our offerings, and student enrollment is improving; there is discussion on campus regarding Service Learning; and several instructors have incorporated the practice into their courses. The administration has remodeled one building to develop two additional coordinated studies classrooms.

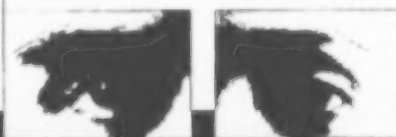


AN INSTRUMENT OF CHANGE?

In truth, people make the changes; administrators foster those changes and perhaps even shepherd the initiators of change toward fertile fields. CO 2020 can be seen as a statement of values, a kind of value-laden map of faculty vision in a moment of time. We can use the document to look at what leadership has done to create changes in the curriculum and where change still can and should be made.

In the next few years, Faculty Senate or Instruction Cabinet may come back to our recommendations, perhaps to add to them or to modify them. At that time they will see if our vision has matched the reality of 2005 or 2010. As the values are infused into the culture

- US Dept. of Education VIA grant to internationalize the curriculum (Pacific Rim focus, but other things as well),
- a US Department of Education VIB grant to support international business development (with a focus on South Africa, but including other things as well),
- a USAID Higher Education International Partnership with the Polytechnic of Namibia to develop a Center of Entrepreneurial Development,
- a USAID sustainability grant with the Polytechnic to create a Center for Teaching and Learning,
- a Leland initiative (USAID) to develop a technology project with the Polytechnic, a USAID sustainability grant with National Access Consortium Western Cape (South Africa) to create a Center for Extended Learning,
- another Leland initiative (USAID) to develop a technology project with the NACWC, and USAID Partnership for Higher Education with National Access Consortium that dealt with workforce training and institutional capacity building.



CO 2020 CAN BE SEEN AS A STATEMENT
OF VALUES, A KIND OF VALUE-LADEN MAP OF FACULTY
VISION IN A MOMENT OF TIME.

of the college, they influence the decisions we make. Whether or not the suggestions we made become officially manifested in the graduation requirement, we are seeing change developing in faculty classrooms. In 1995 we began what we believed would be a journey that would help shape changes in our students' educational experiences; that journey continues each time we reshape our syllabi.

If you are interested, you can find the complete CO 2020 recommendation at the following web address: <http://flightline.highline.ctc.edu/senate/CO2020/co2020.htm>

AUTHOR

*Lonny Koneko, Chair,
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Community College*

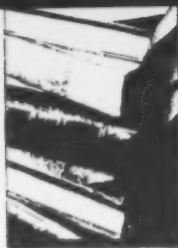
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"Genius
is eternal
patience."

—MICHELANGELO

"The person
who says it
cannot be
done should
not interrupt
the person
doing it."

—CHINESE PROVERB



BOOK REVIEW

Emotional Intelligence: Why It Can Matter More Than IQ

By Daniel Goleman
Toronto: Bantam Books
Reviewed by Rika Snip

When I told a colleague that I was reading *Emotional Intelligence*, she smiled and remarked that I was six years behind in my professional reading. Published in 1995, *Emotional Intelligence* is billed as "the groundbreaking book that redefines what it means to be smart". Daniel Goleman's primary thesis is that emotional intelligence, that is, ability to use such skills as self-awareness, impulse control, persistence, empathy, delayed gratification, and other positive social interaction skills is a much better predictor of success in adult life than intelligence measures are. If you're like me, your initial response might be like mine: "So tell me something I don't already know." That was a feeling that persisted throughout my reading of the book as each chapter unrolled, telling me about the research into the each of the skills that make up emotional intelligence and about the fierce costs of lacking them.

That is not to say that I did not value the book. For me the book's value lay in two areas...the first the explanation of how the brain works in generating and controlling emotion. I had to trust the author on this part since I lack any solid background in the biological sciences. Certainly Goleman amasses an impressive list of sources, and the discussion of what happens biochemically during an "emotional hijacking"—when moments of rage or joy, for example, overrule our logical behaviors—rings true to experience. Particularly interesting to me was his discussion of how traumatic experiences lower the threshold of our ability to respond reasonably to later, similar situations. In this section, as in all the sections of the book, Goleman brings together common sense and the scientific research that validates it.

Part three of the book, *Emotional Intelligence Applied*, was the second area of value. The chapter "Intimate Enemies" looks at the role of emotional intelligence in keeping marriages healthy, beginning with a discussion of the different emotional worlds of girls and boys, and discussing how the lessons learned in childhood can sabotage effective communication in later life. The next chapter, "Managing with the Heart" talks about what happens to companies in which managers lack basic emotional intelligences. The worst way to motivate someone, he says, is to use criticism as a personal attack: good managers have mastered the art of non-judgmental critique. Managers must also manage diversity and root out prejudice. Group emotional IQ is critical for teams to be effective. He comments that "the jungle fighter is where the corporation has been; the virtuoso in interpersonal skills is the corporate future" (p.151). The final chapter of this section looks at the relationship between emotional intelligence and physical health.

The final sections of the book identify childhood and adolescence as the critical window for developing emotional intelligence. Emotional intelligence skills can be learned or refined in adulthood, but usually at a heavy cost in terms of emotional energy and need for persistence. Goleman argues that we leave the development of emotional intelligence to chance. To illustrate, he asks how many classrooms discuss what happens on the playground, where students daily encounter hundreds of undefined situations requiring emotional intelligence. He argues that schools must deliberately include in the curriculum lessons that teach emotional intelligence. The book ends with examples of some stellar programs that are incorporating instruction in emotional intelligence into the grade school classroom.

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TECHNOLOGY

Internet Use in Community and Technical College Libraries

BY NANCY KALIKOW MAXWELL

It was the quick turn of the skinny young man's head that gave him away.

Even before he froze and shrank into his chair the librarian knew what he was doing. But to make sure, she rose from her chair at the Reference Desk and approached him. Just as expected, coming within viewing distance of the young man's computer screen she glimpsed a picture of a voluptuous blond wearing lots of curls but nothing else. Once again a librarian had caught a library user engaging in that time-honored tradition: looking at dirty pictures in the library.

Those of us in my generation remember engaging in same activity, but in those pre-Internet days we had to resort to worn copies of National Geographic for such images. When I was in junior high school the location of a certain anatomy book in the library passed between us like the treasure map it was. Even a certain dictionary was famous among pre-pubescent girls for its graphic male anatomy pictures. I spent many an hour sequestered between the musty library shelves leafing through a worn copy of Henry Miller's *Tropic of Capricorn*. Despite my best efforts, I never did find the good parts.

Thanks to the Internet no one's search is fruitless these days, for one can always find "good parts" on the web. (Well, almost always. Despite repeated attempts my sister tells me she can never find smut on the web. I suggested she consult any local teenager!)

Once again, a librarian had caught a library user engaging in that time-honored tradition: looking at dirty pictures in the library.

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Internet Use in Community and Technical College Libraries

For libraries the problem is not the search itself—which is probably as old as libraries themselves—but rather that this search is now conducted in public, rather than in the privacy of one's desk. As James Huff wisely noted in an article in *American Libraries* (1999), the previously private activity of reading has been transformed into the public activity of broadcasting. The design of computer monitors is the cause of much of this problem. As Huff explains, "Given the design of most public Internet work stations, people who access material online are doing two things simultaneously: They are accessing the material and also displaying it where others may see it."

Community college, technical college and other libraries have attempted to face this new reality and solve this problem in a variety of ways. Some address the broadcasting feature of computer access, and some address the accessing feature. Regardless of which tact is taken there are logistical, ethical and legal problems with most of these solutions.

The most common strategies used by community and technical college libraries to curb student viewing of objectionable material are discussed below. More detailed information on each method, along with suggestions of other strategies, is available in the American Library Association publication *Alternatives to Filters* available through ALA Techsource at www.techsource.ala.org. (Maxwell 2000) A discussion of the best solution to this problem—the adoption of an enforceable acceptable computer use policy—concludes this article.

"TAP-ON-THE-SHOULDER"

A "tap-on-the-shoulder" is one common method employed by libraries to curtail the public display of sexual material. In some libraries the policy is formalized, with librarians or other employees told to interrupt the viewing as soon as they discover it, and in others a library employee informally undertakes the "tap." Regardless who is doing the "tapping" libraries should be aware that the activity is potentially a violation of the viewer's constitutional rights and contrary to the professional standards of the American Library Association.

As Huff observed many librarians "are appalled" by indiscriminate interruption of library user's library use. "How many libraries would support a policy that prohibited a patron from reading a particular book if another patron objected to his or her reading it?" (Huff, 1999)

The previously private activity of reading has been transformed into the public activity of broadcasting. The design of computer monitors is the cause of much of this problem.

Enter

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Libraries that have tried filters find that they come burdened with ethical, legal, technical and operational problems.



The library profession and the American Library Association oppose limiting access to constitutionally protected information and are dedicated to the principles of intellectual freedom for library users. Several policy statements of the American Library Association outlining the profession's principles and values in this area available online through ALA's Office for Intellectual Freedom are online at www.ala.org/alaorg/oif/. Two of ALA's most pertinent statements in this regard are the "Library Bill of Rights" and "Access to Electronic Information, Services and Networks."

Along with ethical questions, interrupting Internet use via "tapping on the shoulder" is also potentially illegal, according to library law expert Robert S. Peck. "No patron's objections to the constitutionally protected material that another accesses through in Internet can provide a justification for censoring or otherwise restricting Internet access," says Peck. (2000)

Because tapping on the shoulder poses such potential problems for libraries, many libraries have searched for other strategies for dealing with this problem.

COMPUTER POSITIONING

Some libraries attempt to remove the "broadcast" feature from the "display" feature of computer use by re-positioning the monitor. Recessing the monitor below eye level by embedding it into the desktop allows only the individual seated in front of the monitor to see the screen. This method of repositioning, employed more often in computer labs than libraries, effectively restricts viewing to the library user seated in front of the computer instead of anyone walking by. An added bonus of this solution is that recessing the monitor is more aesthetically pleasing than plunking the computer down on an available table for the latter placement leaves the ugly monitor box in view.

Some libraries use workstation carrels with extended panels or partitions to lend privacy to the computer workstations. Because these solutions are less expensive than purchasing new furniture to house the computers, they are more prevalent in libraries of all types, including community and technical colleges.

One of the least expensive ways to remove the broadcast feature from computer use is to position the workstations in a location that decreases foot traffic behind

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Internet Use in Community and Technical College Libraries

them. For instance placing computer workstations near a wall, with the computer users' backs against the wall, reduces the parade of people that can see what the user has displayed on the screen.

Some libraries find they can return privacy to computer use through specially designed monitor privacy screens. Karen Schneider, library Internet expert, reports that one library found the devices so popular "they were stolen the first day they were installed." (1997) These screen covers, which distort the image displayed to anyone beyond the individual computer user, were recommended in a recent legal opinion. *Mainstream Loundon v. Board of Trustees* (24 F Supp. 2d 553 (E.D. Va. 1998) found that privacy screens effectively prevented "having one patron's Internet choices imposed upon others." (Peck, 2000)

Privacy screens are not perfect, however. Some libraries find them clumsy, others report they make viewing difficult for some patrons and, because they rest on but are not affixed to the monitor, they often fall off. One librarian reported she found the privacy screens next to the computer more often than she found them on the screen.

FILTERS

One controversial method employed by some libraries to keep objectionable images from being displayed is through the use of special software called filters. As defined by R. S. Rosenberg (1999), filters "examine the resource that the user has requested. If the resource is on the 'not allowed' list, or if it does not have the proper PICS rating, the filtering software tells the user that access has been denied and the browser does not display the contents of the website." Filtering software was originally designed to prevent children from accessing certain information and is more commonly used at home than in library settings.

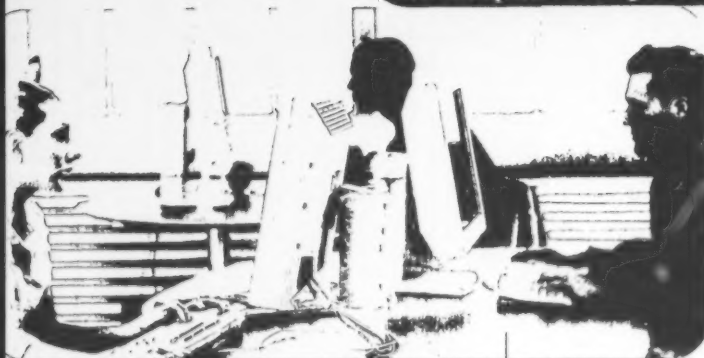
Libraries that have tried filters find that they come burdened with ethical, legal, technical and operational problems. Several library associations oppose filters in libraries because they compromise principles of intellectual freedom and access to information. (See the two ALA policies discussed above.) Filters also illegally infringe on library users' rights. In striking down the Communications Decency Act (CDA) passed in 1996, it was ruled that filters "suppress a large amount of speech that adults have a constitutional right to receive and to address to one another." (*Reno v. ACLU*, 177 S.Ct. 2329, 2336 at 2346 (1997))

Delete

The Superbowl.xxx website was blocked as being "triple-x" by some filters. In one test of filters, filters were found to block "one in five legal, useful sites, but failed to block an average of 15% of material deemed 'undesirable.'"

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The most effective, legal, ethical and cheapest route to prevent the display of offensive material on computer screens is through the adoption of a computer acceptable use policy.



REFERENCES

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AUTHOR



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Filters have also become famous for their inefficiency. Stories of their blocking information about breast cancer and chicken breast recipes are now legion. The Superbowl.xxx website was blocked as being "triple-x" by some filters. In one test of filters, filters were found to block "one in five legal, useful sites, but failed to block an average of 15% of material deemed 'undesirable.'" (American Library Association, *Libraries and the Internet Toolkit*, no date)

ACCEPTABLE USE POLICIES

The most efficient, effective, legal, ethical and cheapest route to prevent the display of offensive material on computer screens is through the adoption and implementation of a computer acceptable use policy. These policies are so effective several bills proposed by Congress would require that all libraries offering Internet access adopt such statements. The American Library Association "strongly encourages all libraries to adopt and implement a written Internet use policy." (American Library Association, *Libraries and the Internet Toolkit*, no date)

Acceptable use policies should establish rules regarding the types of materials that may be accessed, along with the enforcement means in the event the rules are violated. Many libraries have found one of the greatest benefits to the creation of acceptable use policies is the deliberation that surrounds their adoption. Frequently the lively discussions that ensue concerning Internet use sensitize those involved in the discussion to the complexities of the issue.

One community college has adopted a succinct acceptable use statement that appears on the screensaver so is seen the minute the user sits at the computer. The statement reads in part, "The use of computer equipment and systems for any purpose other than those that meet the educational mission of the college is not allowed and may lead to disciplinary actions." In just one sentence this statement explains what constitutes acceptable use and that infringement ramifications will follow. This type of statement also has the advantage of moving the issue over Internet use from what the student is accessing and viewing (which ventures into constitutional questions) to why the student is accessing the information. If there were no curriculum-related purpose to the access, the use would be deemed inappropriate, which restricts e-mail, chat and game playing also.

Other sample use policies and information on their formulation and adoption can be found in Mark Smith's *Internet Policy Handbook for Libraries*. (1999) Sample policies are also available from the American Library Association at www.ala.org. The adoption of a well-crafted acceptable use policy, along with other privacy-enhancing strategies should go a long way toward solving some of the problems associated with community and technical college library Internet use today.

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10 Ways Exercise Helps Reduce Stress

BY DAWN M. MCINTYRE

Unfortunately, stress often plays a large part in our lives, especially for those of us in academia. Exercise is proven to release stress by letting you exert all the extra energy that accumulates in your body and mind caused by stress. Listed here are 10 ways exercise helps reduce stress in life. See what a difference exercise can make.

1 MAKES YOU FEEL LESS ANXIOUS

Stress can make you feel anxious, and studies show that people feel less jittery after exercise

2 RELAXES YOU

One exercise session generates between 90-120 minutes of relaxation response. This post-exercise euphoria improves your mood and leaves you feeling relaxed.



3 INCREASES ALERTNESS

Studies have shown that when large muscle groups repeatedly contract and relax as in yoga, the brain receives a signal to release specific neurotransmitters, which in turn make you feel relaxed and more alert.

4 MAKES YOU FEEL BETTER ABOUT YOURSELF

Think about those times when you've been physically active. Haven't you felt better about yourself? That feeling of self-worth contributes to stress relief.

5 HELPS YOU SLEEP MORE RESTFULLY

Stress can make it difficult to get a good night's sleep, but studies show that people who exercise regularly sleep better than those who don't.

6 REDUCES DEPRESSION

Some researchers believe exercise can be more effective than medication for treating depression in some people.

7 INCREASE ENERGY

Stress can leave you tired and weary, but even a 10-minute walk can go a long way to upping your energy level. And the old adage is true — the more energy you use, the more you seem to have.

8 RIDES THE BODY OF STRESS-CAUSING ADRENALINE AND OTHER HORMONES

Vigorous activities such as indoor cycling and sports such as basketball are particularly effective.

9 ENCOURAGES A HEALTHIER DIET

People who exercise regularly tend to eat more nutritious food. It's no secret that good nutrition helps your body manage stress.

10 HELPS YOU TAKE TIME FOR YOURSELF

Whether you exercise alone or with a friend, it's important to take time for yourself during stressful periods.

"A professional is someone who can do his best work when he doesn't feel like it."

—ALISTAIR COOKE

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A one-year practicum to implement the IPDP objectives
Mentoring throughout the practicum

Five days of additional training at the end of the practicum

Opportunities for international networking, international projects and student/faculty exchanges make this a valuable investment.

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The Netherlands



MAY 5-10, 2002

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- ☐ For information about statewide programs in New Jersey, Michigan, New York, and Wisconsin contact The Chair Academy.

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Vol. 9.1.3 • The Chair Academy • Spring/Summer 2002

LEADERSHIP MANTRA

• CLARITY • CONSISTENCY • FREQUENCY

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call for proposal

Presenters

The principal contact is responsible for coordinating the session and communicating with all presenters and The Chair Academy conference coordinator. Email will be the primary means of communication, so please provide an accurate email address for all presenters.

Proposal

Please attach a proposal that includes the following information, or use the online form at mc.maricopa.edu/cha.

1. **Title or Presentation**—Provide a title (12 words maximum) describing the specific content of the session.
2. **Description or Presentation**—Provide a 50-word summary of the session. This will be printed in the final conference program and should be written to attract attendees to your session.
3. **Program Content or Activities**—Provide a brief description of the planned content and activities. Describe visual aids/handouts, etc. that you plan to use to ensure audience involvement. Lecture only sessions are discouraged.
4. **Presenter's Background**—Provide a brief summary of presenter's experience in conducting workshops and/or presentations at regional or international conferences. Do not attach resumes.

Acceptance

If this presentation proposal is accepted, each presenter will be mailed a speaker agreement form that must be signed by the date indicated. A paper suitable for publication will also be required. It is recommended the paper conform to APA style and contain references and pertinent information for those unable to attend the session or the conference. Acceptable formats are Word 5.5 and up and WordPerfect 6.0 and up. The paper must be submitted by October 31, 2002. ERIC will receive a copy of our published conference papers.

Expenses

Registering for the conference and paying the registration fees are required.

August 2, 2002

submission deadline

Type of Presentation (Check only one)

- ☐ Roundtable Discussion
- ☐ Concurrent Session

Presentation Topic Area (Check only one)

- ☐ Administrative Roles
- ☐ Assessment
- ☐ At-Risk Students
- ☐ Campus Climate
- ☐ Community Connections
- ☐ Conflict Management
- ☐ Curriculum
- ☐ Distance Education
- ☐ Diversity
- ☐ K-16
- ☐ Legal/Ethical Issues
- ☐ Professional Development
- ☐ Shared Governance
- ☐ Strategic Planning
- ☐ Teams
- ☐ Technology
- ☐ Other: _____

The Conference Goal is to provide programs that specifically address the administrative and academic needs of community and technical college leaders, develop the skills required for effective leadership, and maximize the opportunity for conference participants to interact with each other.

Presentations are to be relevant, useful and practical to the complex role of educational leaders. They are not to promote publications or other materials that involve remuneration, advertise consulting services, or endorse commercial ventures. Consideration is given to topics relevant to the conference theme "Experience the Magic."

Timeline

- ☐ Confirmation of Receipt—within two weeks
- ☐ Notice of Acceptance—Mailed by Sept. 15, 2002

Audiovisual Equipment

All breakout sessions will be equipped with an overhead projector, screen and flipchart. Roundtable discussions are equipped with a flipchart. Additional requested equipment may not be available and may have to be rented through the hotel or brought by the presenters. The proposal acceptance letter will advise you on whether any additional equipment will be provided for you. It will also contain a list of available equipment and rental costs.

Additional Audiovisual Request

(Check all boxes that apply)

- ☐ Data Projector
- ☐ Internet Connection
- ☐ (set-up fee will be invoiced to the presenter)
- ☐ Additional Flip Charts # _____
- ☐ TV/VCR
- ☐ Other: _____

submission form

Principal Contact

Title

Dept/Discipline

College/Organization

Address

City/State/Zip

Province/Country

Phone

Fax

E-mail

Co-Presenter

Title

Dept/Discipline

College/Organization

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The Essence of Leadership

JENNIFER RAMIREZ

As I sat watching the nightly news, I heard the common phrase "he will lead us..." Later, while reading an article in the newspaper, I came across a sentence that began "Americans want true leadership, someone that can lead them down the right path." I was left wondering if either of these authors understand the essence of leadership.

Many people need leadership. A leader who inspires, one that can listen and understand, and one that knows it is about the people and not the creation.

Now pulling from above, now pushing from below,

at times with words and metaphors,

at times with sweat and open sores,

leadership lives in the trenches.

It is not about drawing plans, or creating visions,

It's about taking people where they should go, not by the hand,

but on the trails they blaze.

showing people how to get there, not with spotlights but with light in their eyes.

This is the challenge of leadership.

It is not about building structures, or changing faces.

It's about discovering abilities,

connecting destinies,

developing heroes,

pulling greatness out of people.

These are the rewards of leadership.

Leadership is not a state of being or becoming.

It is not the stature of being ahead or in front.

Leadership is not about leaders. It is about people they are meant to serve.

Good Leadership flows from a belief in the human mind,

from a commitment to the public good.

Good Leadership grows from servitude, from sharing the power of achievement.

It's the act of moving people to invent shared destinations

It's about inspiring people to fulfill dormant potentials.

Leadership is not about making history, or pursuing glory.

It's about helping people pick their future,

giving people the passion for motion,

to discover what's unnoticed,

to uncover what's hidden,

to recover what's lost.

This is the essence of leadership.

For the pleasure of taming the unknown.

For internal peace.

© September 1997 by Joulia Hakim

This poem defines leadership. It is something many aspire to but do not comprehend. It is attainable by everyone, and those that possess these attributes will achieve great feats.

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Leadership Styles In The

College NOW

PROGRAM

By: Rachelle Goldsmith

COLLEGE NOW is a nationally recognized school-to-college partnership between Kingsborough Community College (KCC) in Brooklyn, New York, a branch of the City University of New York (CUNY), and 25 New York City public high schools (NYCPS). The program offers rigorous freshman-level college credit and developmental coursework without cost to high school juniors and seniors at their home schools to:

- 1...Increase their awareness of the demands of higher education,
- 2...Prepare them for post-secondary education without remediation, and
- 3...Facilitate a smooth transition between the two educational systems (KCC, 2002).

At the time it was conceived in the fall of 1983, high schools and colleges rarely collaborated (Boyer & Hechinger, 1981). The program became operational in spring 1984 when it recruited its first class of 449 students at four local high schools. It was immediately successful and the program expanded over the next five years to 17 schools. Today it operates in 25 public high schools scattered throughout four boroughs of the city and serves over 3,500 students a semester (Kleiman, 2001).

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In 1998, in response to the issues of declining high school academic performance and intensive demands on remediation at CUNY, the university replicated the College Now program at its five other community colleges (Mirer, 1998). In February of 2000, the Chancellors of CUNY and the New York City public schools system announced the creation of a city-wide educational collaborative called the College Now Initiative to increase student access to the College Now program and expand its mission to include higher standards of academic achievement for all public high school students (CUNY, February 7, 2000). This historic school-college partnership dramatically expanded the operations of the College Now program from the university's six community colleges to its 11 senior colleges and from 56 New York City high schools to over 160. By 2003, the Initiative is expected to reach all high schools and serve 45,000 students throughout the city (CUNY Master Plan, 2000).

The success of the College Now program and the creation of the College Now Initiative could not have happened without effective leadership. The purpose of this paper is: 1...to identify the leadership styles of several of the educators responsible for the evolution of College Now, and 2...to draw lessons from their examples to better understand what it is that real leaders do.

Leadership In The Kingsborough College NOW Program

While many individuals helped Kingsborough's College Now program to flourish, three people at the college played critical roles in the program's formation and development: Leon M. Goldstein, president of the college; Stuart Suss, provost and former director of College Now; and Rachelle Goldsmith, current director of College Now and former associate director of the program.

Leon M. Goldstein was the president of Kingsborough Community College from 1971 to 1999. He was a man of creative vision who truly believed that a community college should reach out to its constituents. In the summer of 1983, Melvin Miller, the majority leader of the New York State Assembly, asked President Goldstein what his college was doing to help high school students. As Kingsborough had no program in place, the president responded to this challenge by bringing top college administrators together to envision a school/college collaborative that would help high school students improve their college readiness. When considering which students to target, they recognized that both the highest-achieving and the weakest students were already served by numerous programs at the high schools. Consequently, they selected moderate-achieving students: with high school averages between 65-80 percent as the target group. In terms of the services to offer these students, they followed Provost Michael Zibrin's curriculum suggestion and agreed to offer a small number of new interdisciplinary "core" courses that would be housed in departments under the supervision of professors from the appropriate disciplines throughout the college. To make the program a reality, President Goldstein drew upon his strong political and educational connections and met with key members of the New York City Board of Education such as schools' chancellor Anthony Alvarado, local high school superintendents Martin Illivicky and Joseph Fisler, and representatives from the United Federation of Teachers (UFT) and the City Council. His meetings with these important leaders resulted in a program wedded to collaboration between these two systems from the start. Much consideration also went into his selection of faculty members from the college to lead the program. He sought experienced teachers with strong administrative and personal skills who would be willing to assume full-time administrative positions that

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involved working in partnership with high school faculty, staff and students. Dr. Stuart Suss, director of evening studies and a member of the department of history, philosophy and social sciences, and Dr. Rachelle Goldsmith, the director of intramurals from the department of health, physical education and recreation, were appointed director and associate director respectively. Most significantly, President Goldstein found funding sources for the program. His skill at securing revenue came from his long experience at CUNY, particularly the knowledge and acquaintances he gained while serving as Interim Acting Chancellor, and from his considerable understanding of both city and state politics. Perhaps his greatest talent in nurturing the program was that once it became operational, he left it to the "experts," and was content to be kept informed about the program's strengths, problems and needs. Throughout the remainder of his presidency, he served as the **program's chief fundraiser and cheerleader**, never missing an opportunity to praise the program to educators and politicians and support its administrative staff (KCC, 1996; personal communication: M. Goldstein, February 15, 2002).

Stuart Suss was adept at creating a positive environment in which the proposed program could move forward. He practiced the art of collaboration in everything he did from the day of his appointment. All his dealings, whether with co-workers, Board of Education administrators, or faculty and staff at the college, emanated from a strong personal sense of honesty and trust. Consequently, his reputation as a **"a man of his word"** grew as the years went on. He understood that taking the program from conception to implementation required both focus and flexibility. He never lost sight of the program's mission to help students make a smooth transition from high school to college. But he was a realist. If something didn't work, he tried another approach until the desired result was obtained. He earned the deep respect of his staff because he never practiced top-down administration. Rather, he was **an inclusive leader who sought to work with people**. He valued feedback and listened attentively to those at the college as well as "in the field." Always politically astute and verbally skilled, he knew how best to present the program's strengths and accomplishments to audiences that varied from high school principals, college and university administrators, faculty and staff, to students. Perhaps his greatest strength as an administrator was his ability to delegate. He was a firm believer in giving people responsibility for a task and then letting them run with a project, assisting them only when needed. Although he is no longer involved in College Now on a daily basis, he remains a true believer in the program's mission. As Kingsborough's provost, he is in a position that still permits him to champion College Now at the college and university and acts on its behalf whenever necessary (personal communication: Suss, January 24, 2002).

Rachelle Goldsmith is the person with the longest on-going connection to the program. Always an action-oriented person, when presented with the proposal for the program, she went home, put pen to paper, and returned the next day with a model brochure that laid the foundation for the program's operations for many years to come. Always pragmatic, she coined the term "College Now"

Leadership is

Working collaboratively to achieve their goals, recognizing that they cannot do everything on their own.

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Leadership

Remaining flexible
in focus and
implementation
and learning from
mistakes

to describe the services the program would offer to students. A **"hands-on"** person, she walked the halls of high schools for many years to bring the program's message personally to thousands of students and teachers. The long hours spent in the field produced strong professional relationships that only come from working intimately with people over time. She became the **"heart"** of **College Now**, originating most of the program's practices and reformulating them as the program grew. She was particularly adept at **creating contact** with each and every person hired to work in the program, whether at the high school level or at the college. She often served as the **program's "translator"** explaining college policies to high school faculty and students and high school scheduling and graduation requirements to college counselors. When she became the program's director in 1998, she continued to operate **College Now** from the viewpoint that every member of the program must have a vested interest in helping students achieve at the highest level and that excellence must characterize all services provided by the program. Given her belief in these concepts, she communicates them in both verbal and written form to all involved with **College Now**. Her strong loyalty to the program, its students, faculty and staff, coupled with her desire to see the program she created continue as a leader in the field of school-to-college partnerships, have enabled her to make the significant changes in the program's operations required since 2000 when Kingsborough's **College Now** program became one of CUNY's 17 **College Now** Initiatives.

Leadership In The CUNY College Now Program and CUNY/Board of Education College Now Initiative

When the university adopted the **College Now** program in 1998, the job of expanding it to Kingsborough's five sister community colleges fell to John Mogulescu, University Dean for Academic Affairs and Executive Assistant to the Vice-Chancellor, and to his assistant, John Garvey. For the next two years they worked diligently with the community college **College Now** directors to help them adapt the program to their campuses. They succeeded in growing the program's high school affiliations from Kingsborough's 25 schools to 56 schools throughout the city. When Chancellors Matthew Goldstein of CUNY and Harold Levy of the New York City public schools system launched the **College Now** Initiative (Arenson, 2000), they knew that the difficult task of bringing two large educational systems together required the leadership of someone knowledgeable in the ways of both institutions, adept at administering special programs and respected by both school and college officials. They found that person in Lawrence Edwards. He had recently retired from the Board of Education after a distinguished career highlighted by serving as the supervising superintendent of the Board and as director of the high school division. More importantly, he had worked from the early 90's with top CUNY administrators on a ground-breaking CUNY/Board of Education curriculum revision project called the **"College Preparatory Initiative"** to improve high school students' preparation for college by strengthening the academic requirements needed to earn a New York

City high school diploma (CUNY, 1992). To emphasize the critical partnership nature of the College Now Initiative, they created a new position and jointly appointed Mr. Edwards as the Deputy to the Chancellors for BOE/CUNY Collaborations (CUNY, Fall 2000). They gave him an office at each of their headquarters and empowered him to select a deputy superintendent for recruitment and retention to assist him in carrying out his task. He appointed Carmine DeBetta, a long-experienced Board of Education teacher and administrator with whom he already had a strong working relationship. When Mr. Edwards retired a little over a year later in mid-2001, his responsibilities were transferred to Joan Mahon-Powell, a former Board of Education elementary school principal and district superintendent whose strong administrative and personal skills had long been recognized by Board officials (Wyatt, 2001). While many people have been involved in expanding the College Now program beyond the borders of the Kingsborough campus, the individuals mentioned above were pivotal to the success of the College Now Initiative.

John Mogulescu was a respected "can-do" member of the university's central administrative staff who had a talent for seeing the whole picture and was adept at explaining it in understandable terms to city, state, and university officials. He was fluent with CUNY politics and had long experience working with top administrators at each campus. When his supervising officer, CUNY Vice-Chancellor Louise Mirrer, gave him the task of replicating the College Now program, first at the community college level, and then at the senior colleges, Dean Mogulescu understood that his job was not to defend the expansion of College Now services to students at every grade level in every public high school; rather his job was to effectively implement an idea already approved by the city's upper echelon of college and school leaders. His challenge was to motivate and educate the provosts and College Now directors at 17 diverse campuses that CUNY was on the right track when it sought to be intimately involved in the education of New York City high school students. Although this was a daunting task, he set high standards for the project and hand picked staff to carry out its implementation. He appointed **John Garvey**, his assistant, to serve as the CUNY director of College Now and gave him the authority to push the project forward to meet university expectations. Mr. Garvey became the "eyes and ears" of the program for Dean Mogulescu who listened attentively to Mr. Garvey's suggestions and staunchly supported his efforts. Mr. Garvey succeeded in moving the expansion forward because he was adept at gathering feedback from those in the field about what worked and didn't work and was able to formulate it into written guidelines and procedures that were understood by all. By paying close attention to what College Now directors said, and visiting different schools to see how programs operated, he was able to bring theory and practice together to insure progress. Although all aspects of the program did not always develop at an even pace, he wisely congratulated the directors on their progress, even though at times it was less than expected. Mr. Garvey's greatest leadership attribute was his belief in the program's mission and his ability to let people grow with the project as they learned from their experiences (personal communication: Mogulescu, February 13, 2002; Garvey, January 22, 2002).

Lawrence Edwards, the deputy to the chancellors, actively assisted Mr. Garvey in expanding College Now to all grades at the high schools. Although Mr. Edwards served in his position for a little over a year, his accomplishments were significant because his many years of experience in supervising people and projects enabled him to "hit the ground running." Mr. Edwards

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came to the job with a vision of what the College Now Initiative should be based on personal experiences he had over 30 years earlier when he participated in the then fledgling College Discovery program. He also had strong opinions about the value of expanding College Now to the ninth grade and the importance of strong academic requirements for all students. Further, his many leadership positions had accustomed him to the **lonely process of making hard decisions** about key program concepts that often accompany the start of important programs. Mr. Edwards was a gifted communicator whose strength of character, commitment to quality education for all students and passion for the College Now Initiative and results enabled him to "sell" it to other important leaders. Most significantly, he came to his new position knowing the most important and influential people at the NYCPHS and at CUNY. He had worked intimately with university deans and vice-chancellors and high school superintendents and principals, some for many years, so his access to them was open-ended. Finally, he was a man who was not content to just put ideas into motion. His life experiences had taught him that projects succeed only when people believe in them. Therefore, he did everything in his power to truly involve people in a project. He did this in the College Now Initiative by rolling up his sleeves and traveling throughout the city to meet with key administrators and to see the program in action. Once he felt that people had become invested in and excited about the project, he delegated responsibilities to them. Mr. Edwards also understood budgets and knew that worthwhile activities cost money. At this point in his career, he was a realist who knew from first-hand experience the type of dollars it took to make large programs work, and he wasn't afraid to ask for large sums of money (i.e., \$6.6 million). Most importantly, he personally knew the people who held the purse strings in the city and the state. Thus, he had the ability to reach them with his proposals and personally plead his case (*personal communication: Edwards, February 8, 2002*).

Joan Mahon-Powell became the deputy to the chancellors when Mr. Edwards retired. Just a year on the job, she has the energy and administrative skills to make the program work at the grassroots level. Like her predecessor, Ms. Mahon-Powell has her eye on the goal, but where Mr. Edwards had to create the vision, her job is focused on carrying out the mission. She is a **"facilitator,"** someone who brings people and resources together to make things happen. Relations are the coin of her realm, and she and her assistant, Carmine DeBetta, travel far and wide throughout the city to establish working relationships with program directors. Wherever they go, they bring enthusiasm for the project, listen attentively for problems in the field, and help remove obstacles to successful program operations whenever possible. Their unrestricted access to the chancellors and top staff members at both CUNY and the NYCPHS plays a critical role in their ability to lead effectively. If they continue on their current course of action, their goal, to empower College Now program directors to run their programs with minimal assistance from the outside, will soon become a reality (*personal communication: Mahon-Powell and DeBetta, February 8, 2002*).

Leadership

Vigorously promoting a vision
and helping others to understand
it and buy into it.

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Lessons Learned About Leadership

The success of the College Now program at Kingsborough, and its subsequent expansion throughout CUNY and the NYCPHS, came about because certain people with particular attributes occupied key positions at critical moments in the program's conception, development and expansion. The leadership skills of these individuals have much to offer others seeking to start school/college partnership programs and/or expand already good programs. Based on the College Now experience, effective leaders:

- Understand the politics of the moment and respond with appropriate ideas.
- Present their ideas to people who have the ability to help them.
- Are reputable people who stand by their word.
- Vigorously promote a vision and help others to understand it and buy into it.
- Commit fully to a project and constantly work to inspire others to feel the same.
- Work collaboratively to achieve their goals, recognizing that they cannot do everything on their own.
- Put goal achievement for their organization first, rather than personal renown or gain.
- Are highly focused and never lose sight of the goal.
- Maintain a long-term commitment to the vision and wield their influence when appropriate to promote the program and people who run it.
- Pick smart, hard-working people to work with, delegate responsibility to them, yet stay close enough to the action to know what is going on.
- Support their people and treat them with respect.
- Are proactive, enthusiastic and creative in moving a project forward.
- Do not watch the clock and will persist in doing whatever is necessary to achieve desired results.
- Remain flexible in focus and implementation and learn from their mistakes.
- Listen to the people around them and incorporate good suggestions into the program.
- Seek high levels of excellence in everything they do and hold the projects and people they supervise to the same standards.

Perhaps the most instructive lesson to learn from the leadership story behind College Now is that the program exceeded even the expectations of the remarkable individuals involved in its creation. And that is as it should be, for it is only when people who are "seers," "doers," and "supporters" mix their unique attributes that strong and vibrant programs are produced. Behind every successful program lies the infrastructure of the initial program members who were willing to take risks and fight the battles needed to get things started and those who joined in later years and were adept at helping good programs evolve through the process of smaller, incremental changes. Only when people from different levels of the educational system with a vested interest in achieving a common goal, work together to the best of their ability to insure that the program moves forward in the desired direction can a successful school/college collaborative result.

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This article is based upon a presentation given by the author at the annual NISOD Conference at the University of Texas, Austin, Texas on May 27, 1998; and a Pre-conference workshop for NISOD May 23, 1999. The title of both the presentation and pre-conference workshop was "Teaching for Learning: What I wish I had been told."

TEACHING & LEARNING

Helping Faculty Refine Their Classroom Role in a Learning College

BY KEVIN PENNINGTON, PH. D.

**The Purpose
of Life is Just
One Thing—**

**Become a person
who values student
learning and use
all resources available
to ensure this outcome
in the classroom**

Most people associated with the community college realize that the teaching and learning process began to shift during the last decade of the twentieth century from a faculty-centered approach to a student-centered system. O'Banion (1997, 46-47), describes this "learning college" as being one that is squarely focused on student needs and not with the "convenience" of staff and establishment. However, since the points made by O'Banion are worded in the context of a learning college as an institution and not from a classroom point-of-view, instructors at the community college who wish to adapt to this change in outlook can be left wondering, "What can I do in my classroom to help make this institution a learning college?"

This article describes a set of five suggestions that community college leaders can present to help individual instructors answer the question raised above. These suggestions are based upon attitudes and procedures that any instructor can adopt. Even though somewhat related, the suggestions are not dependent on each other. Instructors can adopt one suggestion and not the others and still positively impact student learning in their classes. Each suggestion is concluded with a remark about how the leadership of a community college can encourage and help instructors implement the suggestions.

The character "Curly," a world-wise old cowboy in the movie *City Slickers*, illustrates the meaning of this article very well when he claims that the purpose of life is "just one thing." The "one thing" for community college instructors is to become a person who values student learning and uses all available resources to ensure that student learning is the outcome of their classroom instruction. In other words, each instructor at a community college can foster the learning college concept by becoming a person who teaches for learning.

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SuggestionOne

The leadership at community colleges must communicate that the attitude of the instructor affects student achievement in the classroom. Perhaps one of the greatest barriers to student learning has always been an instructor who has decided that they teach a hard subject, and thus student success should be low, just like it is at the university. An instructor who honestly expects students will learn has already set the stage for the students to be successful in class.

Very few students begin a semester at the community college without the expectation of being successful as a learner. It becomes the instructor's job to demonstrate an accommodating attitude and help the student find a way to be successful in their shared classroom. If the instructor sees this proposal as a "waste of my time," the classroom quickly will become a waste of time for most of the students enrolled in the class. On the other hand, if an instructor exhibits an attitude of trust that each person sitting in the classroom has a unique potential to become a successful learner, and works to make sure those potentials are met, then the return in student achievement will more than make up for the time and effort invested by the instructor.

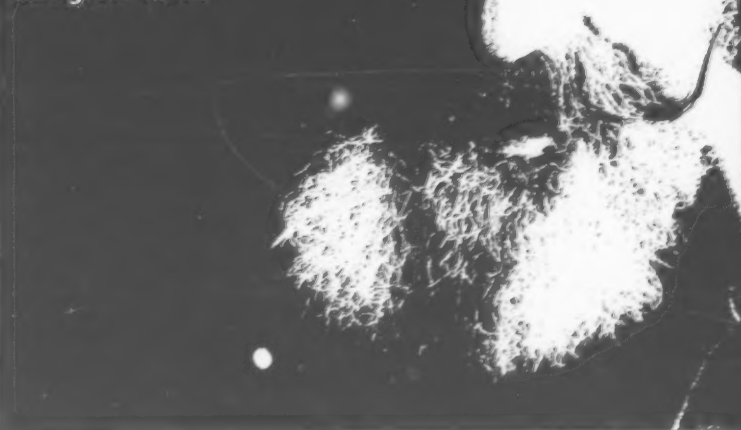
Community college leaders must always confront instructors who allow students to fail their classes just because the class has a reputation for being hard. To encourage faculty, the message must remain consistent, community colleges don't need well-prepared instructors to fail students. Anyone can fail students. The community colleges need well-prepared instructors who will work in partnership with students by guiding the class through the subject and helping each student to become the best learner that they can grow to be.

SuggestionTwo

Community college leadership must make the point that the instructor's goals for teaching must include the students learning the material. Unfortunately, it is still common to hear instructors make the following comment: "I taught a great lesson today, now it's the students' job to learn it." Teaching for learning maintains that the actions of teaching and the outcome of learning cannot be detached this easily from each other. The adage "you haven't taught anything if the students haven't learned" could easily define the responsibility of an instructor in a learning college.

How does one know if a student has learned in class? This simple question is one of the hardest to answer regarding teaching for learning. Fortunately, there are some excellent workbooks on effective assessment of student learning in the classroom (Cross and Angelo, 1993). Each instructor must decide what individual assessment activities

Help each student
to become the best
learner that they
can grow to be



best demonstrate learning has taken place in their class. It is the ability of instructors to use these assessment techniques as a part of the day-to-day instruction that helps establish the idea of teaching for learning in the classroom.

Furthermore, student learning is not the only important learning that takes place during the teaching for learning process. To keep course material fresh and timely, teaching for learning requires the instructor to keep abreast of new knowledge in their discipline, new knowledge in their profession of teaching, and keenly aware of the world around them. Finally, the instructor needs to incorporate this new knowledge into the classroom curriculum in a meaningful manner.

To encourage this suggestion, community college leaders must recognize that one size does not fit all when it comes to classroom assessment. Individual instructors must be empowered and continuously encouraged to find the best classroom assessment techniques that will showcase student learning in their class.

More importantly, community college leaders need to provide ample opportunities for faculty learning (especially about student assessment) and to challenge the faculty members to never quit learning as long as they are educational professionals working at an institution known as a learning college.



Helping Faculty Refine Their Classroom Role in a Learning College

Suggestion Three

The leadership at community colleges must make sure that the person who teaches for learning always seeks to capitalize on the teachable moment. Instructors often find themselves in the position of feeling like they have to cover new material every class session. A sense of predetermination is often produced in the classroom by the constant introduction of new material. It is often tempting to think that students are learning in this environment when no one responds to the instructor's end of the class queries of "any questions?" When students ask questions in this situation, it is usually for clarification of material covered in class that specific period. Teaching for learning requires that the learners and instructors work together in an expressively safe environment where questions and speculations are valued and enjoyed. Wonderful ideas about class are not limited to time or place and often emerge spontaneously. To take best advantage of the teachable moment, the instructor should be willing to drop pre-planned activities to respond to, and follow up on, a student's question or suggestion.

Good use of the teachable moment also includes planning to use current events to bring greater understanding of the subject to the learners. Sometimes unplanned events outside the classroom create great community concern and can lead to the very best student learning. The teaching for learning process depends on instructors being flexible and sensitive to these possibilities and bringing them into the classroom in a manner that engages student learning.

Establishing and nurturing an environment where instructors feel free to take didactic risks and not just pass along information in the classroom is a sure sign of an institution well along its way to becoming a true learning college. Community college leaders know that some of the best learning takes place when learners are actively engaged (and sometimes loud and rambunctious), not just when the instructor is speaking to a quiet group of seemingly attentive students. These leaders ensure instructors that the teachable moment is often a fleeting opportunity to be used for learning and treasured for its impact.



Suggestion Four

Community college leaders must emphasize that there are differences between teaching adults and teaching children. Adult learners have unique motivations and expectations (Merriam and Caffarella, 1991). The majority of students who enroll in a community college fit the complex definition of an adult learner. Unfortunately, few community college instructors are trained in the special concerns of the adult in the classroom. Many community college instructors still employ pedagogical (child learning) techniques that were used by their own instructors in college.

Using the life experiences of the adults enrolled in the class to help all students learn is one example of a good teaching for learning practice based upon established adult learning principles. Instructors who practice this suggestion will find that many adult students have relevant experiences and know practical information about the material being

presented in the classroom. If they are asked in an inviting manner, most students will be happy to share these experiences. Expecting the students to have experiences that are useful in understanding classroom ideas allows both the student and instructor to explore learning beyond the traditional one-way exchange of information.

The leadership at all community colleges can directly impact this suggestion. By clearly sharing that community college students need to be treated like adults and providing workshops and seminars on dealing with adult students during in-service, the community college leadership can make certain that their faculty becomes acquainted with the unique characteristics of the adult student and can explore many methods to engage adults in the learning situation.

Suggestion Five

Leadership must guarantee that the person who wants to teach for learning knows the mission of the community college. Too often faculty members are unaware of the mission statement associated with their individual college and are quite naive of the unique community college purpose as a whole. This suggestion implies that it is crucial for faculty members to understand the reasons behind open access policies, a comprehensive curriculum, a community orientation to programming, and most importantly, the reason and purpose of a student-centered environment. However, instructors could still properly ask, "Why is this important to my classroom?" One possible answer is that the mission and philosophy provides a distinctive perspective on teaching and learning for the individual instructor at the

community college. Once instructors understand the community college philosophy inherent in the mission statement, adapting their own instructional techniques towards teaching for learning becomes a more meaningful task. As an illustration, when each person knows where the road map leads, then all become potential guides for the trip. Otherwise, everyone will be going off in the direction that they think is correct, but might not ultimately be the best for the institution or the students.

It is important that the leadership continually seek to clarify the unique community college institutional mission to faculty. The leadership can't assume that having faculty and staff input when shaping a college mission statement sufficiently educates all instructors to the philosophy and mission of the institution. Presidents, deans, division chairs, and all other leaders must take every opportunity to continually share the distinguishing mission and philosophy of the community college with all instructors.

Conclusion

As the community college movement matures into its second century of existence, the meaning of the learning college can come to full realization if instructors and administrators both remember the advice of "Curly" and strive to support the many facets of student learning as the one thing a learning college exists to accomplish.

Some of the best learning
takes place when learners
are actively engaged—
even if it's loud and
rambunctious

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AUTHOR

Kevin Pennington is currently the Director of the Community College Education Program at Western Carolina University. He was a community college instructor and division chair for fourteen years.

OLYMPIC COLLEGE Instructional Administrators



The Instructional Administrators have demonstrated effective leadership as a team as well as individually. As a team

they learned and then trained the members of the institution in an institutional effectiveness model. Individually they have led efforts to improve student learning, enhance the nursing program, rebuild the college library, develop worker retraining programs, expand the apprenticeship program, and implement a contract training program. Together they have combined the needs of Olympic College and the community for an efficient and effective community college leadership model.

BACK ROW, FROM LEFT—

Eric Pfefferkam, Director, Continuing Ed & Contract Training

Michelle Andreas, Dean for Workforce Development

Marti Lewis, Dean, Math, Engineering, Science & Health

Ruth Ross, Dean, Library Media

FRONT ROW, FROM LEFT—

Richard Strand, Dean, Business & Technology

Cynthia Azari, VP, Instruction

Randy Lawrence, Dean, Social Science & Humanities

Outstanding

Each year, the Chair Academy accepts nominations for outstanding community and technical college organizational leaders and teams who have demonstrated academic and administrative excellence.

Winners are selected from the following regions:

REGION ONE

Alaska, California, Guam, Hawaii, Idaho, Montana, Nevada, Oregon, Washington, Wyoming, Utah.

REGION TWO

Colorado, Illinois, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, Wisconsin.

REGION THREE

Arizona, Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, Puerto Rico, Texas.

REGION FOUR

Alabama, D.C., Delaware, Florida, Georgia, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, West Virginia.

REGION FIVE

Connecticut, Indiana, Maine, Massachusetts, Michigan, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont.

REGION SIX

International

BARBARA McCORMICK Faculty, Richard Daley College

Barbara McCormick, now in her thirty-sixth year on the faculty of Richard J. Daley College, continues to move into new areas, mobilizing her colleagues toward new endeavors.

In spring 1999, Barbara organized and convened a faculty leadership team with members from each of these key



areas: biological sciences, CIS, engineering, general education, mathematics, and physical sciences. Each year, team members work to identify students to be recommended for internships in the U.S. Department of Energy Summer Internship Program for Community Colleges. For the past three years, Daley College has led the nation's community colleges in U.S. Department of Energy internships and in students renewed for internships. Barbara's high energy and dedication to students is instrumental to the program's success.

JANE ZEITNER

Acting Director, Program for Adult College Education, Longview CC

Jane Zeitner, Acting Director of Program for Adult College Education (PACE), has exhibited excellence in both academic and administrative leadership in various project areas.



She has implemented a new faculty development project that provides new faculty with an opportunity to form a learning community and an understanding of campus culture. An additional project that exemplifies Jane's commitment to administrative excellence is her part-time faculty development project. Jane leads Saturday morning workshops that allow for learning and bonding opportunities for part-time staff. Also, her leadership on additional committees exemplifies her ability to lead participants effectively and efficiently toward the betterment of the educational environment at Longview.

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GARY HODGE
Dean, Social Science, Health, and
Public Services, Collin County CC



Gary is responsible for the largest academic division at Collin County Community College. As Dean of Social Sciences, Health and Public Services, he oversees sixteen academic programs

ranging from transfer programs in social sciences, allied health, and fire science, and law enforcement academies. Additionally, he voluntarily assumed a leadership role for district-wide service learning and learning community programs. Gary has demonstrated effective leadership skills that create trust by faculty and staff while maintaining a work environment that encourages innovation and quality outcomes.

"The future belongs to those who believe in the beauty of their dreams."

—ELEANOR ROOSEVELT

SILVIA ZAPICO
Provost, Valencia CC



Sylvia leads the Osceola Campus which encompasses 50 full-time and 150 part-time faculty members. She is particularly adept at making connections and partnerships with

the community. One example is the Creating Opportunities & Resources for Educators (CORE) Program. This program was developed in response to a crisis situation in the Osceola School District. The CORE program is the first time that a public institution will offer a degree program in Osceola County and it is the first time that the Osceola School District, Valencia Community College, and the University of Central Florida have cooperated in a partnership that has created concrete help that "finally helps me realize my dream." It is through Sylvia's exemplary leadership that the CORE program has become what it is to the college and to the community.

FRAN HOLM
Associate VP, Technology, Santa Fe CC



Fran Holm administers and supervises over forty degree certificate and apprenticeship programs in eight major areas. She consistently leads her divisions

through difficult situations with creative approaches, an open mind, and a caring attitude. One of her most significant contributions to the institution and the community is her leadership of the Tech/Prep and School-To-Work projects. She has been instrumental in establishing partnerships with the local school boards, businesses, industry, and civic organizations. She has tirelessly led efforts to establish partnerships among teachers (high school and college level), industry (healthcare in particular), counselors and advisors. Fran's commendable leadership helped establish the Santa Fe Consortium that has received state and national recognition for educational and economic opportunities provided to students in the region.

JEFFREY LEE
Essex County College

Jeffrey is a graduate of the 2000-2001 New Jersey Academy for Leadership and Development program, the first statewide program in New Jersey. He was nominated by a fellow Academy graduate for consistently exemplifying the principles and behaviors of leadership in his college and with his fellow academy colleagues. Jeff's innate ability to inspire, support, and effect positive change has been an instrumental contribution at his college and to the academy experience. His outreach to his fellow academy colleagues far exceeds the norm for inquiries, comments, ideas, and supportive thoughts. Jeffrey as Chair of his division includes administration, faculty, staff and students as members of his committees.



**DEPARTMENT OF
INTERNATIONAL AFFAIRS**
Koning Willem I College



For the past two years there has been a countrywide investigation (accreditation in the U.S.) into the quality of the fifty Dutch colleges. King William I College was ranked "by far the best." President Coen Free gives the credit for this ranking, in part, to the Department of International Affairs. This department has worked diligently to bring leadership training and leadership opportunities from around the world to the college. The leadership of this committee has enhanced the institutional reputation and quality of educational opportunities for the students and faculty.

FROM LEFT—

Peter van Amelsfoort, Director Center for International Programs

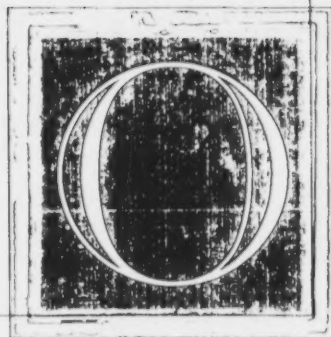
Yvonne van den Dungen, Executive Assistant
Marianne Gevers, Project Manager



Leadership Through Storytelling

How to be a Wizard of "Ah-Ha's"

BY LANE A. GLENN



Once upon a time,

in lands both near and far away, people told stories to one another. They sat around campfires, underneath treetop canopies, and on the creaking decks of ships at sea and recounted heroic epics of hunting and conquest; amazing yarns about traveling and exploring the world; and tender tales of love, family and tradition. Through their narratives, they celebrated their history and culture, reinforced their values, educated their young, commemorated their accomplishments, and kept themselves entertained—until Shrek was available on DVD.

Despite the intrusion of pop culture and microprocessors, storytelling remains one of the oldest and most effective methods of passing along information, inspiration and ideals from one individual, community, or generation to another. Our stories—which contain our histories, our myths, our strengths and our fears—continue to tell us about who we are. In *The Power of Myth*, cultural anthropologist Joseph Campbell suggests that myths—the stories people tell to explain the world around them—are “the links human beings forge to the divine.” Campbell calls them natural and essential ways for people to understand and adapt to our universe.

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If myths and stories are ingrained in the human spirit, and essential and natural for us in understanding and adapting to our universe, then why not to our workplace? Are our jobs so different from primitive hunters and basket weavers that we no longer care whether our deeds are recorded for posterity? Are our offices, laboratories and classrooms so far removed from the rugged mountains and salty seas of our forebears that we no longer fear predators or the unknown? Probably not. But over time, storytelling has become much less natural for us—at least in workplace settings.

Now, in place of the hunters, gatherers and preparers, we have councils, task forces and ad hoc committees, while stories have been replaced by spiral bound copies of the strategic plan and the recently updated policy and procedure manual. Useful and practical, yes. Inspirational, no, no NO!

In *The Springboard: How Storytelling Ignites Action in Knowledge-Era Organizations*, Stephen Denning laments the sacrifice of the creativity and innovation that come from personal and organizational narratives to cold, calculated efficiency. He observes, "The standard management manual—relies almost entirely on analytic thinking. Fix the systems. Reengineer processes. Enhance quality. Streamline procedures. Reform and flatten the organizational structure. Analyze things in terms of grids and charts. Develop plans in which individuals are programmed to operate like so many obedient computers." Efficiency, Denning argues, is crushing innovation. Denning is an executive with the World Bank, but his comments don't just apply to global finance and the development of nations—nor are they restricted to automobile manufacturing, textile mills, fast food or retail conglomerates. Look around you. The efficiency cult is also choking the breath out of "trust" industries like healthcare, nursing homes, and public safety, and it surrounded education long ago.

Faculty and administrators alike shudder at thoughts of "performance-based funding" and accreditation through outcomes measurement. Increasing demands for rapidly evolving technologies have forever changed the landscape of community colleges, from the budgeting process, to professional development, to how we actually deliver instruction. By now, it is a tired cliché to simply point out that the only thing constant in our world is change. As a formal or informal leader at your college, how do you grapple with the very real need to prove effectiveness and efficiency, while "preserving the soul" of yourself and those around you, as David Whyte, author of *The Heart Aroused: Poetry and the Preservation of the Soul in Corporate America*, recommends?

How about reclaiming some of the ground around the campfire?

There is nothing wrong with accountability, fiscal responsibility, and measuring the success of our academic ventures with an eye toward continual improvement. The difference between the barren world of automaton Denning describes, and the sought after, natural, mythical realm of Joseph Campbell lies in how we get to know one another, the tools we use to work together, and how we treat each other in the process. I've found leadership through different forms of storytelling to be a very effective—and altogether satisfying—way to work.



Three Kinds of Stories to Tell

I am an amateur storyteller, and in truth, just beginning the study of storytelling as a science and a craft.

I have been paid to do a great many things in my time—deliver a newspaper, cook a meal, act in a play, teach a class, write news articles and encyclopedia entries. I once ran a Ferris wheel at an amusement park for minimum wage and all the hot dogs I could eat. But as near as I can tell, I've

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Leadership Through Storytelling—or How to be a Wizard of “Ah-Ha’s”

never been paid to make up stories and tell them to other people. But it is becoming a very important part of how I do the work that I am paid to do, which is to administer academic and student services at a large community college in the upper Midwest.

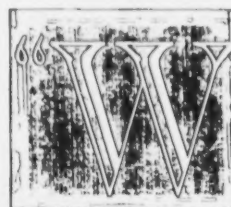
Now, interestingly, as administrators, we spend a considerable amount of energy and resources looking for ways to automate our jobs. How can we make planning and decision making routine and faster? “Let the data drive it!” scream the efficiency experts. “Conduct a survey!” cry the institutional researchers. “Benchmark it!” holler the consultants (who, by the way, are paid by the hour). All as if to say that the numbers, tabulated popular opinions, and apparent success of other organizations, different from our own, will “tell the whole story” as it were, lift the cloudy veil from our eyes, and reveal the one true answer. MBO, TQM, CQI, BPR and a dozen or more recent clunky abbreviations have all been attempts to reduce what is actually very sophisticated and complicated—human motivation, behavior and performance—to something simple and manageable. It just ain’t so.

Some human and organizational phenomena defy categorization and quick solutions. As Robert Jensen, Ray Giles and Pat Kirklin observe in *Insider’s Guide to Community College Administration*, “The reality of community college leadership is that the written policies and regulations fit about 75 percent of the cases. There are always one or two situations a week that you won’t find in the book. Administrators are paid to adjudicate the gray areas and clarify the ambiguities—the other 25 percent.” This crucial 25%—the issues that depend less on policy and more on interpersonal politics and values—is where carefully planned personal and organizational storytelling may be the most useful and effective.

In an interview with *Fast Company* magazine, Noel Tichy, a professor at the University of Michigan Business School, coauthor of *The Leadership Engine*, and consultant to corporate clients such as Ameritech and Coca-Cola, suggests that the best way to communicate personal and organizational values, and the best way to drive toward success, is through teaching points of view in story form. Tichy identifies three kinds of stories. There’s the “Who I am”

story that draws on personal experience, the “Who We Are” story that relates the fundamental values of an organization—those tenets it holds dear even during times of rapid change and external threats—and the “Where We Are Going” story that provides an exciting vision for the future.

Although Tichy designed his categories of storytelling for corporate use, there is nothing inherently business-like about them. They are equally convenient and applicable in the realm of colleges, non-profit organizations, social clubs or, for that matter, families. I’ll use Tichy’s titles to explain some of my own experiences with storytelling in the workplace.



Who I Am⁹⁹ Stories

In graduate school we all spent a considerable amount of time

and energy becoming proficient in our chosen field. After a decade or more of college courses, the intellectual gauntlet of comprehensive exams and dissertation writing, and maybe a year or two of pre-professional internship or post-doc research, we all felt pretty confident that we had become “subject matter experts” in anthropology, biology, economics, history, mathematics, world religion or some other equally important discipline. Somewhere along the way, either through observation and imitation, or perhaps a few elective courses and some careful extracurricular study, we also learned something about how to teach people what we knew.

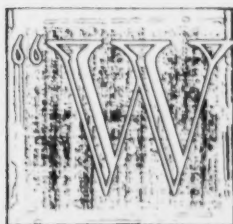
Very likely, though, sometime during your first semester in your new teaching position, or your first year as the elected chair of your department, you learned a valuable lesson: People don’t care how much you know, until they know how much you care. What you’ve heard is true. People buy from people. People also give to people, vote for people, and work with and for people. Ask any salesman, fundraiser, politician, or successful workplace leader, and they’ll tell you the same thing: It’s about relationships.

Storytelling in the workplace—particularly “Who I Am” stories—can help you build those relationships.

Of course, one of the fundamental and most challenging aspects of relationship building is fostering trust. What can you safely share with others? How much can you depend on your colleagues to support you? What can they share, and how dependable are you?

Think about the people you have worked with and for who have made the most positive impact on you. Undoubtedly, they were skilled at their jobs, and probably served as demanding and admired models for you and others. But chances are, they also revealed a fair amount of personal information about themselves—maybe even their fears and frailties—and they probably encouraged you to do the same. Their willingness to practice self-disclosure strengthened your relationship.

In 1955, psychologists Joseph Luft and Harry Ingham presented a graphic model designed to illustrate the complicated patterns of disclosure and feedback in interpersonal interaction. Combining their first names, they dubbed the simple device the Johari Window. The four “panes” of this window represent characteristics and information about yourself that is either “open” (known to you and to others); “blind” (known to others but not to you); “hidden” (known to you but not to others); or “unknown” (not known to you or to others). Self-disclosure—the kind that builds trust and strengthens relationships—most often occurs when you shift information from the “hidden” pane to the “open” pane.



“Who I Am” Stories Through the Johari Window

It takes courage and a fairly high degree of risk tolerance to fling the Johari Window open wide and share some of the more deeply personal aspects of your life with your colleagues—and not all of those aspects may even be appropriate for “Who I Am” stories in the workplace. Some discretion is advised. You may want to start out slowly, test the cultural waters and the personal boundaries of those you meet, and build up to a comfortable level of disclosure.

When I recently began a new position as a dean of academic and student services, I set myself a relatively simple goal for my first semester: Meet every individual in the departments I am responsible for—nearly 70 faculty, staff and administrators—learn their names, a little bit about the work they do, and something significant about their personal lives. As often as possible, I wanted to do this in one-on-one encounters in environments that were comfortable and familiar to them (their office, a nearby coffee shop, the campus commons and so forth).

As I visited with individuals and with groups of faculty and staff in formal departmental meetings, I used a fairly common icebreaker technique that encourages most people to tell short stories about themselves in a group setting without feeling too threatened. I asked if we could go around the table and introduce ourselves, and reveal something about our lives that had absolutely nothing to do with the college where we all worked. This kind of open-ended prompt allowed everyone to choose relatively harmless information that just cracked open the Johari Window a little bit, or something wild and crazy that colleagues who had worked alongside them for twenty years had never heard—something that might just shatter the panes of that window. They could, for that matter, even invent something on the spot.

From this process I learned a lot about my colleagues’ families, hobbies, reading and travel interests, notable accomplishments, fears and ambitions. A Math faculty member whose children had all entered school and needed less tending, decided she still wanted mothering experience, and was eagerly awaiting a trip to China, where she would be adopting her third child. A secretary in the English Department is devoutly Catholic, and has become internationally known for calendars she prints that feature her own Catholic-themed photographs. Her proudest moment was a private audience with Pope John Paul II at the Vatican, during which this normally gregarious woman found herself awed and unable to speak a word. The daughter of a bi-lingual counselor from Costa Rica was named Miss Michigan Belleza Latina (Latin Beauty) and was on her way to Florida to compete in a national pageant (she emerged as one of the finalists, and won several special awards). And on and on.

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Leadership Through Storytelling—or How to be a Wizard of “Ah-Ha’s”

From the very beginning, the relationships I was trying to establish (I hoped) were founded not just on job responsibilities and lines of authority, but on personal narratives—“Who I Am” stories—that made our working relationships richer and more meaningful.

And what stories did I tell them about myself?

Well, as I slowly shifted the panes of my own Johari Window, I began by telling tales from my theatre background. I described my bumbling attempts to learn how to tap dance in cowboy boots for a college production of Oklahoma, and explained that for the last few years I’ve been drawn to directing large cast musicals for community theatres, despite the fact that I don’t play a musical instrument and can hardly carry a tune in a bucket (it’s all about organization I gallantly emphasize). I also talked about my earliest ambition—to be a journalist and follow in the footsteps of the fictional Lou Grant. And I shared stories about early teaching experiences, cacophonous holiday dinners with my Armenian-Italian wife’s family, and the thrilling adventures of my young daughter, Thomasina. Fairly safe material, but a glimpse into who I am just the same.

As my relationships with my colleagues have deepened, particularly those I see often and depend more heavily on, such as department chairs, fellow deans and my campus president, I’ve opened my Johari window wider. I’ve revealed, for example, that I was an adopted child, and that the birth of my daughter a couple of years ago finally prompted me to seek my natural parents. I’ve tried to convey how I felt when I actually discovered them and met them—how my own sense of self has been forever changed, in a positive way, by the encounter and the new relationships that are forming.

These stories are a way to get to know me, but they are also a way for me to express the interests and values I bring to the workplace. As my theatre background should suggest, I enjoy creative endeavors, and admire creative accomplishments (even if I still struggle with singing and dancing). When you know that I’ve always enjoyed writing, you might guess that of all the multiple intelligences, my strong suit is “verbal/linguistic.” Send me a memo, an email,

an article or a book, and you can bet I’ll read it. The story about my search for my natural parents is more complex; but coupled with some of the other stories I tend to tell about how I have always moved from place to place every few years, and changed jobs frequently in search of greater challenges, one impression you might have is that I enjoy change and “shaking things up” now and then. You’d be right.

Of course, it still takes time and experience to build significant trust with colleagues in a new environment. But by telling each other whatever “Who I Am” stories we’re willing to reveal, we’ve taken a little bit of the guesswork and early trepidation out of the relationship building process. In the course of our work together, we won’t always agree, and difficult decisions will still have to be made; but we have a few personal guideposts to help us find the best way.



Who We Are⁹⁹ Stories

“Who I Am” stories are personal, and they reveal information about who you are as an individual. “Who We Are” stories are about the collective. They are about all of the people who are a part of your organization—its past, its present, and its future. Depending on the culture of your college, “Who We Are” stories may be the most challenging for you. People may interpret “Who I Am” stories differently, but you nevertheless have considerable control over where they originate and how they are told.

“Who We Are” stories, however, are often organic, growing like fragrant lilacs, or nettlesome thistle bushes, in unexpected corners of your campus garden. Anyone can tell a “Who We Are” story, and whether it is a truthful tale or one that fits the direction the college would like to be moving in is immaterial. If it holds appeal for the individuals in the organization, it will be taken up as part of the cultural mythos, and once a story captures the popular imagination and enters the culture of the workplace, it is damnably hard

to change. Consider the stories you and your colleagues are telling most frequently at your institution. Are these stories supporting your goals? Or are they subverting them? I once worked at a college that was in many ways on the cutting edge of some of the more high profile change movements in higher education during the 1990's. It was the first college in the state to provide an entire degree online; it was a leading provider of state-funded workforce development and training; and it boasted an unparalleled Center for Teaching Excellence with tools and staff available nearly around the clock to assist faculty with classroom preparation and innovation. The story the college was trying to tell was of a forward-thinking institution, responsive to the changing needs of its community and wired to the 21st century world.

But...

The changes were almost entirely driven by the administration. Adjuncts accounted for 65% of classes taught, and faculty pay and morale ranked among the lowest in the state. Despite efforts to recast the story of the college in terms of where it was going, the most frequently told stories revolved around two events in the organization's past: a faculty strike in the early 1980's that led to several firings and the suicide of the faculty union president; and a massive reorganization in the early 1990's that disenfranchised roughly half of the middle level administrators.

Both events seriously affected the lives of two of the largest employee populations on the campus—faculty and administrators. Undoubtedly, there was a great deal of suffering and loss felt. Ten and twenty years later they were still the defining moments in the college's history and culture. Following the reorganization, the college experienced three presidencies, two major strategic planning initiatives, and a successful millage campaign, and still, no new stories captured the popular imagination the way that these unfortunate experiences did.

This is, perhaps, an extreme example of how negative stories can take hold and adversely affect organizations. Though, I suspect, it is recognizable to many. But what to do? As Robert Birnbaum notes in *Management Fads in Higher*

Education, "Dominant narratives cannot be displaced merely by presenting arguments or data refuting them, but only by providing a different narrative that tells a better and more compelling story."

But how do you do that?

Perhaps there is something to be learned here from our counterparts in the corporate world. Educators are often challenged to take our cues from business and industry, where, rumor has it, reliable data is readily available to assist in any and all difficult decisions; communications channels are clear and direct; everyone understands the company vision and mission and their role within it; and employees' only desire is for the success of the organization as a whole, no matter the personal sacrifice that success may require. Ahem.

There is one cue, however, I think we can safely take from the business realm; or, to be more accurate, from the world of product marketing. Whether you are promoting your product through newspapers and magazines, radio or television commercials, highway billboards or those annoying Internet pop-up windows, there is one mantra you will learn to chant with your marketing consultant: Clarity. Consistency. Frequency.

To break through the mass of tangled messages consumers are bombarded with each day, and to overcome any preconceived ideas they may have about your product, or a preference they may have for your competitor's product, your message must be clear—people have to understand immediately what you are saying. It must be consistent—told the same way each time. And it must be frequent—told again, and again, and again.

Some companies are getting quite good at promoting themselves—their stories—to their people, thereby establishing the "Who We Are" stories for themselves. For example, Nike—the multi-billion dollar "swoosh" manufacturer of athletic wear, is a large company that has discovered the value of telling their own story, clearly, consistently, and often. Nike provides their tech reps (or "Ekins" as they are called—"Nike" spelled backward) with a nine-day Rookie Camp at Nike headquarters in Beaverton,

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Oregon. A full day is spent in Eugene, where the Ekins run at the Hayward field track where Nike cofounder Bill Bowerman once coached. They also visit the site of Olympic runner Steve Prefontaine's fatal car crash. It was Prefontaine's crusade for better footwear that inspired Bowerman and Nike CEO Phil Knight to found the company. His first attempts included pouring rubber onto the family waffle iron, which of course led to the now famous Nike “waffle sole.” Clearly, innovation is a hallmark of Nike's corporate strategy. The company prizes it, supports it, and tells stories about it.

In your role as a community college leader, you, too, can help tell your institution's story—and encourage others to do the same—in ways that will affect the culture and support, not subvert, your college's values and direction. And you can do it by simply practicing good transformational leadership techniques in everyday interactions with your colleagues.

James M. Kouzes and Barry Z. Posner are the authors of the best-selling book, *The Leadership Challenge*. In it, they describe the difficult tasks leaders must face in order to be effective, including “challenging the process,” “inspiring a shared vision” and “modeling the way.” One aspect of leadership, “encouraging the heart,” was deemed so important that Kouzes and Posner published a whole separate book on the subject.

In *Encouraging the Heart*, Kouzes and Posner detail the best practices of leaders who inspire others through appreciation and acknowledgement. Their “Seven Essentials” are worth repeating in their entirety:

THE FIRST ESSENTIAL—
Set Clear Standards

THE SECOND ESSENTIAL—
Expect the Best

THE THIRD ESSENTIAL—
Pay Attention

THE FOURTH ESSENTIAL—
Personalize Recognition

THE FIFTH ESSENTIAL—

Tell the Story

THE SIXTH ESSENTIAL—

Celebrate Together

THE SEVENTH ESSENTIAL—

Set the Example

Telling the story of personal accomplishment in the workplace is really the centerpiece of Kouzes and Posner's approach to encouraging the heart. A properly told story takes the accomplishment public, reinforces the personal or organizational values that are being rewarded, describes specific commendable behavior, and offers the chance for everyone to join in a communal celebration, thus encouraging the story to become part of the dominant culture of the organization.

One path to telling “Who We Are” stories at your college, then, is clear. Develop a firm understanding of your college's values and direction (or “mission, vision and goals” if you prefer), and follow Kouzes and Posner's “Seven Essentials.”

The “clear standards” belong both to the college, in its expression of its values and direction, and to you, in the way you clearly articulate your own values and expectations. Start by opening the college catalog and read what your school says about itself. What do you know about your college's history? Does the college have a strategic plan? Is it focusing on “student learning” in all its many guises? Is it interested in the way technology can enhance the classroom and distance learning experience? Where does classroom assessment fit in? How about assessment of student services out of the classroom? Does your department have a goal to expand global perspectives in its curricula? Is your Board encouraging more community partnerships? These are the kinds of “standards” that need to be communicated—you guessed it—clearly, consistently, and frequently.

Then, expect the best from people, and pay attention. Watch for individuals or teams in the organization to break through, to accomplish something related to the standards, and when they do, tell the story and, if possible, tell it in a group setting with a ceremonial flair. Celebrate the accomplishment together so the story (hopefully) gets repeated by others and passed along.



“Who We Are” Story

I know a senior professor of philosophy who, just a few years shy of retirement, had seen his share of educational initiatives, management fads, and technological wonders come and go. He still had great passion for his subject, and for those students who responded favorably to it, but by his own estimation he was becoming a bit of a curmudgeon. Department meetings were dead dull to him (he really had heard it all before) and the “traditional” classroom experience was losing its luster. He wasn’t exactly the campus Luddite, but he scoffed openly at the notion of “computers in every classroom” and digital projectors strapped to the ceilings. He retained enough natural scholarly curiosity, however, that he still listened informally to what his colleagues were doing, and participated in coffee shop conversations about teaching breakthroughs.

One afternoon in the spring of 1997, over lattes and bagels at the campus bookstore, he was visiting with a couple of colleagues who were just starting to prepare courses for non-traditional delivery. One, an economics professor, was learning Microsoft’s FrontPage software so he could build a course for delivery through the Internet. Many of the business majors in his classes, it seemed, held full- or part-time jobs, and were desperately seeking more flexible ways to complete their degrees. Offering the course online, he suggested, would open it up to a whole new audience of similar, underserved students. The other, a theatre professor, was collaborating with a faculty member who taught World Religion to create a special 6-credit “learning community” that would incorporate the study of religious teachings and myths into theatrical performance. Placing these subjects into each other’s contexts, she reasoned, would bring them to life for her students in a way that no slide show or lecture ever could. There was only one problem: her co-collaborator, formerly an adjunct who split his time among three colleges, had just accepted a full-time position at an out-of-state college, and would be leaving the project.

Whether it was his growing sense of frustration at his own “teacher’s block”, the lure of something truly new and unique, or just the caffeine in the lattes, the philosophy professor became intrigued, then excited, then wildly enthusiastic about these new initiatives. He returned to his office and scribbled a memo to his department chair and his dean, announcing his intentions to convert his Introduction to Philosophy course to a web-based offering, and requesting to take the place of the departing adjunct in the theatre and religion learning community. He spent that summer laboring away at his new tasks, learning *FrontPage*, and studying the craft of acting with his theatre professor counterpart. By the time classes began in late August he could hardly contain his enthusiasm and anticipation.

By mid-semester, his face was a constant beam of satisfaction and delight, and he roamed the hallways of faculty offices in between classes telling everyone who would listen about what he was discovering. There were many students, it seemed, who thrived online. They contributed more to “discussions,” finished their assignments completely and on time, and actually seemed to read the majority of assigned texts. Similarly, when given the chance in a learning “community”, many students blossomed into active scholars and devoted performers. He used words and phrases like “asynchronous” and “kinesthetic learner” to describe his activities and his students in these environments. By the end of the semester, as always, a number of his students had dropped his courses, and others earned less than high marks, but he swore that everyone who stayed until the end learned more, enjoyed more, and retained more than they ever had before.

As it happened, the college had set a goal for the next year to triple the number of online courses it offered, and provide as much support as possible for other non-traditional delivery techniques, such as learning communities. The philosophy professor, perhaps unwittingly, had merged into one of the college’s strategic directions, a standard it was setting for itself and its employees.

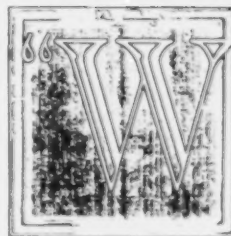
Leadership Through Storytelling—or How to be a Wizard of “Ah-Ha’s”

Just before the beginning of the spring semester in January, the whole college was gathered together for its annual spring “Kick Off” event. The Kick Off was an opportunity for divisional and departmental meetings, special professional development activities, socializing, and recognizing individual and team achievements. When it came time for the awards, various nominators stepped forward to describe the accomplishments of those they had nominated, and to present them with “Employee Recognition Certificates” good for lunch at a local eatery. Last on the agenda was the college president himself, who said a few words about the coming year’s initiatives, including the expansion of online and non-traditional courses. He then called upon the philosophy professor to join him on the stage. By this time, the professor’s conversion had become fairly widely known. What happened next would transform his story of creation and discovery into institutional legend.

The president recapped the professor’s exploits, from campus curmudgeon to cutting edge educator, and explained that the professor was receiving the special “Rookie of the Year” award for his achievements both in and out of the classroom. Besides a certificate suitable for framing, the award also included a brand new laptop computer and a purchase order number good for any software package available in the campus bookstore—where he had sipped that fateful latte less than a year before.

The professor had been teaching at the college almost since it was founded. After more than thirty years, he was certainly no “rookie.” But the award—and the story that accompanied it—served dual purposes. The professor was suitably rewarded for his efforts to improve student success (and contribute to college goals); and anyone who may have had their doubts about their own ability to try something new was reminded that, like our students, we are all continually learning—we’re all “rookies” when we’re just starting out.

The college surpassed its goals for creating new online courses that year. Just as importantly, they learned a new story that described in entertaining and inspirational detail “Who We Are.”



Where Are We Going” Stories

In *A Learning College for the 21st Century*, Terry O'Banion famously quipped, “Resistance to

change is a hallmark of higher education. It has been said that changing a college is a lot like moving a cemetery—you don’t get a lot of help from the residents.”

Not surprisingly, education, and particularly higher education, has received considerable and mounting criticism over the years for its apparently slow reactions to external demands, and its perceived unwillingness to change. Of course the irony, as all of us within education know, is that our resistance to change is built upon some of our greatest strengths—careful analysis, deliberative processes, shared governance, healthy skepticism, and academic freedom. It is only natural for the “residents” of community colleges to hold these principles—the known quantities in their lives and careers—more dearly than radical new and unknown principles.

Even CAVE dwellers, however, (those who are Consistently Against Virtually Everything) recognize that some degree of change in twenty-first century colleges is inevitable. Given the right circumstances, more progressive-minded academicians might even help dig up the caskets and move the headstones. But what are the right circumstances?

Obviously, there is no one right answer for every organization and every change movement, but one thing is certain: without a compelling vision for the future, expressed in a way that most people can understand it and support it, any new initiative is doomed to fail. As any behavioral scientist (or good leader) will tell you, there is a significant difference in the quality of work provided by people who are committed, compliant or quietly defiant with management directives. You want the committed ones; and the committed ones want a vision of “Where We Are Going” that they can rally around.

The devil, however, is discovered yet again in the details: and the details of change management are communicating and implementing the changes. Once the exhilaration and flush of the strategic planning retreat flip charts, consensus diagrams and visioning exercises is overtaken by the "tyranny of the urgent" back at the campus, many well-laid plans begin to fall apart through neglect of implementation details and inadequate communication. It is the most commonly heard complaint, and the easiest way out, of any large-scale change movement: "Well, it's the first I've heard of it!" This, despite the president, provost, dean or CEO's best attempts to announce the new initiative in speeches, emails and newsletters.

But perhaps the blame truly doesn't lie with the underinformed.

In *Leading Change*, John P. Kotter attempts to illustrate the enormity of any organization's attempt to develop and implement a transformational vision of change. Kotter estimates that the total amount of communication going to an employee in a three-month period is approximately 2,300,000 words or numbers. From Kotter's experience consulting with large corporations, he estimates that the typical communication regarding a new vision for change in an organization is delivered in 13,400 words (one 30-minute speech, one hour-long meeting, one 600-word article in an internal publication, and one 2,000-word memo). To compound the problem, the new direction is often summarized in bulleted lists, numerical enrollment or sales targets, and short directives. In other words, communicating "Where We Are Going" constitutes .0058 (less than 1%) of all the communication employees receive during a major change transition period.

Remember our marketing mantra? Clarity. Consistency. Frequency.

You not only have to create the compelling story to encourage change—you also have to communicate it persuasively and often enough for it to take hold. And not just any story will serve. What's called for when it's time for a major change is what Denning calls the "springboard"

story. "A springboard story has an impact not so much through transferring large amounts of information, as through catalyzing understanding," Denning explains. "It can enable listeners to visualize from a story in one context what is involved in a large-scale transformation in an analogous context. It can enable them to grasp the idea as a whole not only very simply and quickly, but also in a non-threatening way. In effect, it invites them to see analogies from their own backgrounds, their own contexts, their own fields of expertise."

Through his own experience creating and telling springboard stories, Denning has determined that to effectively communicate "Where We Are Going" stories should:

BE TOLD FROM THE PERSPECTIVE OF A SINGLE PROTAGONIST.

Should feature a protagonist who is prototypical of the organization's business.

HAVE A DEGREE OF STRANGENESS OR INCONGRUITY FOR THE LISTENERS, AND CONTAIN THE "SHOCK OF NEW INFORMATION."

But not only strange, but also eerily familiar.

EMBODY THE CHANGE PROPOSAL TO THE FULLEST EXTENT POSSIBLE.

To the extent possible, be a true story.

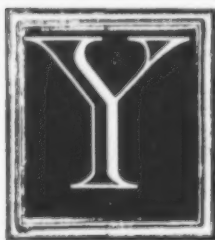
BE REASONABLY RECENT.

Be told as simply and briefly as possible.

By Denning's criteria, the "Who We Are" story about the conversion of my philosophy professor friend may actually function as a "springboard" story as well, and provide an inspirational vision of "Where We Are Going." It contains a single protagonist who is prototypical of the college organization (a philosophy professor). There is incongruity and the shock of new information (a senior and settled faculty member venturing into bold new experimental teaching styles); as well as the assurance of the familiar (his fundamental interest in providing his students with the best possible learning experience). The story was

Leadership Through Storytelling—or How to be a Wizard of “Ah-Ha’s”

certainly recent, very true, relatively brief, and thoroughly embodied the college's new change proposal (to significantly increase the number of online course offerings).



Yet Another “Springboard” Story

Recognizing the value of stories as an efficient and effective means of helping to communicate new directions in organizations, some companies, forward-thinking leaders, and daring consulting firms are even beginning to build the “Where We Are Going” story into the planning process. I recently participated in a community college strategic planning retreat where, after a day and a half of small- and large-group brainstorming and affinity diagramming led by our facilitators, we actually improvised a springboard “Where We Are Going” story on the spot, right there in the hotel room while the bagels were still fresh.

The story was intended to be the culmination of all of the important strategies and goals we had decided upon during the previous 36 hours, and when it was all over, it went something like this:

Just last week, the day after Thanksgiving, while waiting for his wife and daughter to finish their Christmas shopping at the mall, Carlos Gutierrez walked up to an interactive kiosk and registered for a Blueprint Reading class at Oakland Community College.

Carlos works at the Daimler-Chrysler world headquarters plant north of Detroit, and his boss told him that with some additional training, he could receive a promotion when the new line of automobiles was launched the following summer. Through the college web site, the kiosk showed Carlos his options: He could take the class online, in a classroom at one of the college's five campuses, in a simulated plant environment at the college's Technical Training Center, or at a special SkillBuilding lab the college set up at Daimler-Chrysler, where the class was offered in an “open-entry/open-exit”, self-paced format. Carlos opted for the flexible schedule at his work site, keyed in his new

student identification number, and slid his credit card through the kiosk's secure card reader. A moment later, the kiosk provided him with his printed class information and receipt. Carlos planned to begin his training right after the holiday.

Then Carlos' wife, Maria, and their daughter, Jennifer, appeared, carrying piles of boxes and bags from their shopping expedition. Jennifer was a senior at Pontiac North High School. She had completed nearly all of her required high school courses and wanted to get an early start on her planned Business degree. She picked up the kiosk's telephone receiver, dialed a number from an overhead directory, and a video image of a counselor appeared on the kiosk's monitor screen. Jennifer explained that she wanted to complete an Associate's degree in Business at the college before transferring to nearby Oakland University. The counselor called up Jennifer's high school transcript, examined the requirements for the Associate's degree in Business, and recommended two classes for the Winter semester: an English Composition class that Jennifer would take at the Auburn Hills campus, and an online College Algebra class that she would access from her computer at home or in her school's library. Jennifer agreed, and the counselor helped her set up her new student account, establish an identification number, register for her classes, and order her textbooks (they would be shipped to her house the next business day).

Finally, it was Maria's turn. Maria owned her own business—a Hallmark card store not far from the college's Royal Oak campus. She was thinking of expanding her current location, and adding a second store near her home in Pontiac, but she needed some sound business advice and a plan. Maria consulted the OCC web site through the kiosk, and found a listing for the Small Business Development Center (SBDC) of Oakland County. The SBDC home page provided a list of several upcoming seminars that would be useful to Maria, as well as the opportunity to schedule an appointment with a small business consultant—free of charge. She signed up for a two-day “Expanding Your Business Horizons” workshop the following weekend, and booked an evening appointment with an SBDC consultant.

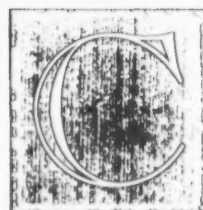
Then the Gutierrez family
went for ice cream.

The story does not adhere to all of Denning's criteria. Although it has the appearance of truth, it is not true. However, this is a small matter, as the characters and situations in this springboard story can be replaced by the undoubtedly real people and situations that will emerge as the strategic plan is implemented and changes start to take place.

Ultimately, the college still needed to publish the "strategic imperatives" for its new five-year plan. In bullet form, they look like this:

- LEARNER/LEARNING-CENTERED EDUCATION
- EDUCATION UNBOUNDED BY TIME, PLACE, AND TRADITION
- DYNAMIC RESPONSIVENESS TO DIVERSE POPULATIONS
- GLOBAL PERSPECTIVE
- EXPANDED PARTNERSHIPS AND COLLABORATIONS
- APPROPRIATE USE OF TECHNOLOGY TO SUPPORT MISSION
- ORGANIZATIONAL EFFECTIVENESS TO SUPPORT MISSION

If that were all there was to it, very little would distinguish this community college's 2002-2007 Strategic Plan from any other community college's recently developed plan. The central role of the learner, distance education, community accountability, diversity, technology—it's all in there. And if the faculty and staff at this college were only handed copies of this list and told to go forth and make it so, there would be little passion or collective vision in the process. In fact, there might just be a collective shrugging of shoulders, followed by a slow and steady plod back to business as usual. But, armed with a springboard story about real people in our community, and how they can be better served through the implementation of these strategic imperatives, we will instead be spending the next several months (the new plan does not actually begin for almost a year) sharing what we know about "Where We Are Going" through tales around the campus campfires.



Conclusion

Leadership through storytelling is not a panacea, nor does storytelling replace analytical thinking. There is still a need to research, to establish goals, work toward them and measure progress (maybe even with Gantt charts and pie graphs.) BUT, telling stories can supplement analytical thinking by allowing for self-disclosure, creativity and innovation. It may not work for everyone, and it is not the perfect solution for each and every organizational challenge. But it can be another very useful device in your leadership toolbox.

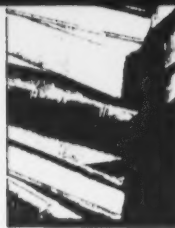
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BOOK REVIEW

Exceeding Expectations: A User's Guide to Implementing Brain Research in the Classroom

By Susan J. Kovalik and Karen D. Olsen
Published by Susan Kovalik & Associates, Inc., 2001
ISBN #1-878631-55-1

Reviewed by Blanca García, Director
Community & Resource Development
Houston CC-Northwest

Motivated by the idea that "every kid deserves a good teacher," Susan Kovalik has for the past 20+ years, been spearheading the movement to provide educators and educational policymakers with the strategies to be successful in the classroom. The thrust of her efforts has been to focus on the biology of learning and its integration into curriculum development and instructional strategies. Prompted by her interest in brain research and its implications for the teacher, learner and policymaker, she developed the ITI (Integrated Thematic Instruction) model in the early 1980s. Inherent in the model are the goals for education that Kovalik continues to support: 1...education should create citizens who will participate in our democracy and 2...the integration of brain research both in the classroom and school wide is an important component to success in the educational arena. A sample of her accolades indicates she has been successful in reaching national and international audiences with her message. The ITI model today is qualified to be replicated for the federally funded Comprehensive School Reform Demonstration Program (CSRD). The model is now also included in college texts as an instructional design theory and model.

Her latest book, *Exceeding Expectations: A User's Guide to Implementing Brain Research in the Classroom*, co-authored with Karen D. Olsen, is exactly that, a guide. At 400+ pages, it is a comprehensive guide! The

authors suggest it "is a book that is not to read from cover to cover in one swoop. It is designed to be read in stages over a three-to-five year period." Do not allow this edict to discourage your reading this book. It is an excellent "how to" book. Written for the primary school educators, it is replete with research findings to support bodybrain-compatible curriculum development and instructional strategies. It provides curriculum examples, tips & tools for how to get started as well as timelines. It challenges one to "think outside the box," "to change" and not to be tied to educational tradition and habits. It has value for anyone involved in the teaching/learning process.

The complexity of the brain, with over one billion neurons, is not in dispute. The authors suggest that biology embraces five learning principles inherent in education: intelligence is a function of experience; learning is a partnership between the brain and body; the human organism is comprised of multiple intelligences; personality impacts learning and performance and lastly, learning is a 2-step process, finding meaning through pattern seeking and using what you know & wiring into long term memory.

A challenge to all who read this book will be to look for the meaning beyond the words listed in "How the Brain Works" schematic found in the introduction of the text. This is a dynamic and powerful statement on the challenges facing those at the center of the teaching/ learning process.

REVIEW ONE

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Reviewed by Marilyn D. Rhinehart, Ph.D.
Vice-President for Instruction, Johnson County CC

The recent Public Broadcasting System television series on the brain has helped advance public knowledge of how the brain works at all ages and stages of life, the detours or short circuits that can affect its function, and how learning and relearning take place. Brain research is also the subject of the PBS radio series "The Intimate Mind" that has a popular following. News and other types of magazines to which the public has easy access commonly include articles on the latest brain studies. As a result, we, the laypersons, know more about the way the brain works than ever before. One of the beneficiaries of both the scientific work and public awareness is the field of education where a better understanding of the brain and learning has led to increasing interest in and application of brain-based research in classrooms at all levels. Susan J. Kovalik's and Karen D. Olsen's *Exceeding Expectations: A User's Guide to Implementing Brain Research in the Classroom* provides us with one such practical guide.

The authors focus their attention on the ITI Model (Integrated Thematic Instruction) that they devised based on current brain research and their belief in educators' responsibility to 'grow responsible citizens.' This is an interesting combination that at first glance may seem a stretch. However, the authors tell us that using current brain research in developing teaching strategies without linking it to the promotion of good citizenship to make a better world for the present and future world is "an empty activity." "The world," they argue, "has urgent problems to solve and we have children waiting to learn and grow and hoping to have meaningful work to do." (p. xii) By using the biology of learning to develop curriculum and create innovative instructional strategies within the context of growing responsible citizens is at the heart of the ITI model.

The first part of the book focuses on the five ITI learning principles

- ☐ Intelligence is a function of experience.
- ☐ Learning in an inseparable partnership between brain and body
- ☐ There are multiple intelligences or ways for solving problems and producing products.
- ☐ Learning is a two-step process: making meaning through pattern seeking and developing a mental program for using what we understand and wiring it into long-term memory.
- ☐ Personality impacts learning and performance.

REVIEW TWO

The reader is also introduced to the nine bodybrain-compatible elements of curriculum development and instruction. These include:

- ☐ Absence of threat/nurturing reflecting thinking
- ☐ Meaningful content
- ☐ Adequate time
- ☐ Enriched Environment
- ☐ Immediate Feedback
- ☐ Movement
- ☐ Choices
- ☐ Collaboration
- ☒ Mastery/Application

These nine elements provide the practical applications, while the five principles give the reader the theory behind the application.

This particular book addresses the needs of elementary and secondary students and their teachers and does an excellent job of mixing theory with pragmatic teaching strategies. Although designed around the needs of young students, the study, nevertheless, offers an interesting, informative, and challenging guide to the implications of brain research for anyone in the field of what they term "brain-antagonistic" education. (p. xv) In some respects the ITI model is daunting, because it is so comprehensive and demanding of its practitioner. There is no checklist and no simple teaching strategies that can be picked up here and there. Rather, the authors' state, "If even one of the bodybrain-compatible elements is not in place, the learning environment is not bodybrain-compatible." (p. xv) The implementation time for the ITI model expands across three to five years; the second part of the book lays out the stages for that implementation. It cannot be approached in a piecemeal fashion, and the authors recommend that the book actually be read in stages over this same three to five year period of time.

Among the most useful resources in the book for laypersons interested in the latest in brain research are its bibliography and catalog of resources. Both are up-to-date and include sources that are both age or grade specific and those that are more generalized studies. Kovalik and Olsen bring a great deal of experience and impressive credentials to this study. Their book is not for the browsing reader who has a casual interest in finding a classroom strategy or two that might apply even in the college classroom. It is the type of book that requires a sort of conversion experience as far as implementing the full ITI model. In a sense, then, it is revolutionary in its goals and in its approach to teaching.

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Accountability and Truth: The Challenge for Academic Leaders

BY JIM BARMBY



THESE QUESTIONS NEED TO
BE ASKED, AND ASKED IN A
PUBLIC FORUM. AFTER ALL,
THAT IS WHAT PUBLIC POLICY
DEVELOPMENT IS ALL ABOUT,
AND THE BEST WAY TO DEVELOP
POLICY IS BY CHOOSING
TRUTH OVER HARMONY.

Academic organizations are rampant with independent thinkers, and many people might be disappointed if it were otherwise. With so many people, so many disparate ideas, and so many competing agendas, maintaining a semblance of order and direction seems an almost impossible task. The job of academic leader is not so impossible, however, when people, ideas and agendas are used as tools, rather than obstacles, in building a fully functional learning environment.

The key for academic leaders is being accountable to all constituents. Being able to answer for your actions can be extremely challenging, but the only way to answer is with the truth. Involving others in the process of finding the truth can be very rewarding. Avoiding, ignoring, shading or slanting the truth, needless to say, is not.

There once was a dean who often found himself caught in unpopular situations ranging from denying student and faculty requests and introducing unwelcome curriculum changes to making the inevitable budget cuts. In each case, he would blame senior management for his unpopular actions and claim he had no choice.

After a while he came to be viewed by his faculty and staff, not as a dean with some influence and skill, but as a powerless, frustrated messenger of a senior management that was perceived as unseen, uncaring and uninformed. Nothing could have been further from the truth.

Closer to the truth would be the impression of the senior managers he habitually blamed. They were incredulous. He had abdicated his responsibility for keeping his faculty and staff focused on their mission of maintaining a quality educational environment. In their eyes, this dean was clearly not up to the challenge.

The dean felt no responsibility for poor faculty morale, untenable academic compromises and leadership chaos. Not too soon, he left his position with no credibility, no legacy, and no good will. The experience left him feeling unappreciated, victimized and compromised. It took years for the people he left behind to stop feeling the same way.

Avoiding accountability happens on many levels and in many ways. Recently I met a college president who despaired that post-secondary education was no longer on the government's "radar screen." His college, like many colleges in Alberta, is having a hard time securing the funding they believe they need. However, rather than increase tuition, his college had chosen instead to freeze tuition for at least two years, citing concerns about rising student debt levels.

Although there has been much criticism of high tuition in Alberta, the government has arguably the most generous student finance program in Canada, and without question the most generous student debt reduction program in the country. Clearly, the government's preference has been to

increase direct funding to the student, both in awarding assistance to support studies and in reducing debt upon graduation, rather than increasing college access to the hard-earned dollars of taxpayers.

Spurning the possibility of revenue increases through tuition, much of which students with loans will never have to repay, this college president instead had decided to join with other colleges in lobbying the government for more funding. Small wonder some colleges are not on the government's "radar screen." Rather than taking full advantage of the government's generosity in forgiving student loans, this president has cast government as Scrooge and assumed for himself the impoverished but kind and generous role of Cratchit. In actual fact, the government has a history of giving more than it can afford, as previous deficits and current debt can easily confirm, and the colleges have been miserly in their appreciation.

I find it entirely understandable that a college would consider lobbying government when all means for increasing revenues suggested by government are exhausted. However, I am reminded of the unaccountable dean when a college chooses to ingratiate itself to the local community by freezing tuition, and then casts government as the villain for not sufficiently increasing direct funding to the college.

The president is much smarter than the dean was, however, because government funding will inevitably rise. At that point, he will be able to declare success in his lobbying efforts. There will be the president's truth and also the government's truth, for it is doubtful government will ever acknowledge the president's lobbying. There will be other perceptions of the truth as well, governments and colleges operating in political arenas as they do.

Government, often portrayed as largely unseen, uncaring and uninformed of a college's predicaments, is susceptible to being vilified as the cause of all poor morale, compromise and chaos wherever it is found. Yet one must ask if these colleges fully utilize the authority and resources available to them. Moreover, do these colleges effectively communicate to their constituents the problems and challenges they face? Do they exercise their moral authority to engage their constituents in identifying the right thing to do (which is never the easiest thing to do) and then carry it out?

These questions need to be asked, and asked in a public forum. After all, that is what public policy development is all about, and the best way to develop policy is by choosing truth over harmony.

I had been struggling to express the idea of truth over harmony until I recently read of this principle as expressed by Malcolm Gauld of the Hyde School in Bath, Maine. Just as truth is the first casualty of war, truth is also suppressed at the expense of harmony within an organization or, as within Malcolm Gauld's context, families.

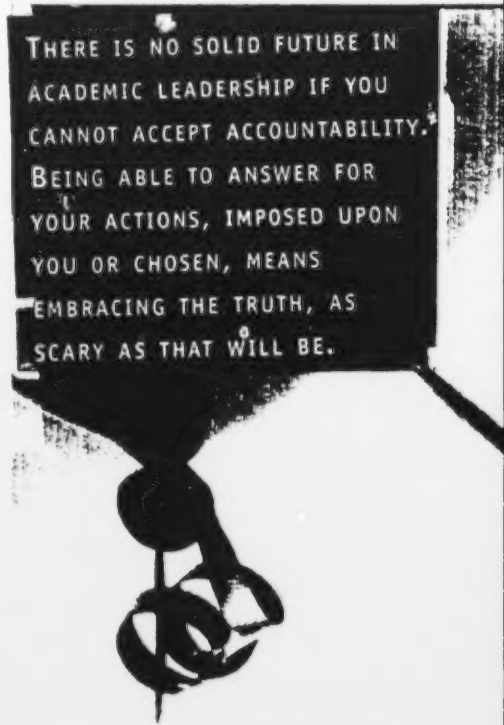
Forsaking harmony, it must be emphasized, does not mean that tact, diplomacy and common courtesy are expendable, or that ongoing turmoil is acceptable either. Harmony is not a means to truth, but the converse may be true.

The idea of solving problems by fearlessly seeking the truth began for me on my very first day as a dean. I was largely an observer of a very long faculty meeting, one of three held on a regular basis each year. (At subsequent meetings, I was soon to learn, I would be the chair.) The most contentious issue of discussion was students and visitors parking in assigned faculty parking spaces. Trivial to observers perhaps, the issue was certainly of the highest importance to faculty at that particular moment. Much more importantly, I was to discover, the process for resolving the issue was a model for how most other issues are handled on our campus and, in my estimation, the way problems should be solved in most situations.

I had come from a government environment where, typically, risk avoidance is the credo of the bureaucrats. I was therefore quite horrified to watch my new boss, the

campus president, gladly wade into a sea of grumbling, skeptical and highly vocal faculty, all of whom were seething at the very reminder that some audacious and disrespectful person had once dared park a car in an assigned and clearly marked personal space.

The process was messy. Almost everyone had something to say, and there were many contradictions. Some thought the signs in the parking lot were ineffective; others thought the signs were just fine. Video camera surveillance was suggested as a utopian answer, but others pointed out why the technology would be ineffective and cost prohibitive. The parking villains were not easy to identify, much less confront. The prospect of towing a student's car was appealing, but removing a car belonging to a visiting dignitary or a potential employer of one of our graduates was not.



THERE IS NO SOLID FUTURE IN
ACADEMIC LEADERSHIP IF YOU
CANNOT ACCEPT ACCOUNTABILITY.
BEING ABLE TO ANSWER FOR
YOUR ACTIONS, IMPOSED UPON
YOU OR CHOSEN, MEANS
EMBRACING THE TRUTH, AS
SCARY AS THAT WILL BE.

All the while, the president was poking and prodding for the facts and perceptions of the issue, soliciting comments from everyone regardless of how positive or negative they were likely to be. He recognized the expressions of anger and frustration, thanked people for being forthright, and chastised no one for escalating the issue to seeming nuclear proportions when, in the cold light of day, the

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Accountability and Truth: The Challenge for Academic Leaders

problem was relatively trivial. The president amazingly seemed to actually enjoy the discussion, which others might have described more as a chorus of rants from a mob.

There seemed to be no clear outcome to the meeting, other than faculty asserting that they would continue to park their cars directly behind the offending vehicles. By doing so, they would achieve the emotional satisfaction of inconveniencing the offender more than they had been inconvenienced.

Upon learning that I would be chairing the next faculty meeting, I vowed that such unruly and uncontrolled behavior would not occur. The major issue at the next meeting was the frustration caused by technical staff who were constantly reconfiguring the computer network and, in doing so, moving files and software without notifying the faculty of where they might find them again. This was especially frustrating when trying to find these files a few minutes before a class was to begin or worse, during a lab.

The technical staff contended they were simply responding to faculty's impatient demands for more applications, capacity, access and flexibility. The faculty conceded they wanted these changes, but not the surprises that resulted when they didn't receive or notice the warnings and messages that sometimes preceded the changes. Then the finger pointing began, both figuratively and literally.

People said things they shouldn't have, and tempers flared. After an hour or so of trying to control this meeting, I got a bit angry. I lectured the faculty on my original purpose of the meeting (which escapes me), that an agenda was a tool to achieve specific objectives, and that these unhelpful outbursts and other forms of anarchy were undermining our ability to function as an organization. Expecting to see at least a few faces showing regret or chastisement, I saw nothing but blank stares.

Ingrained as these people were with uninhibited, freewheeling and open discourse, my attempts at bringing harmony to the meeting were hopeless. I would have had better luck trying to train a cat to fetch.

"Did you notice," said the bemused president after the meeting adjourned, "that they didn't complain about parking?" Indeed, they had not. It was a good lesson for me. In fact, parking problems had scarcely been mentioned on campus since the previous faculty meeting.

By trying to suppress ideas, feelings and complaints, I had been restricting the opportunity for faculty and technical staff to fully understand the problems with the computer network. I was seeking harmony by trying to modulate rancorous comment, which was the truth as others perceived it. I wasn't helping bring about resolution; I was preventing it.

An open and frank discussion is essential to problem solving, but to create the appearance of harmony, truth is often suppressed. If one person or another doesn't want to talk or hear certain comments, problems will not be solved and superficial harmony often becomes the misplaced higher priority.

While I am inclined as the next person to shy away from controversy, I have come to enjoy the process of getting at the truth or, as I prefer to call it, problem solving. Blaming easy targets like senior management or government doesn't solve problems, nor does petitioning others to resolve situations when you could have addressed them yourself. Instead, seek out the truth. Accept the truth, as unwieldy, uncomfortable and ambiguous, as it will most certainly be. Reference the truth as needed, and appreciate the harmony that common understanding can bring.

There is no solid future in academic leadership if you cannot accept accountability. Being able to answer for your actions, imposed

upon you or chosen, means embracing the truth, as scary as that often will be.

Seeking out and professing the truth, after all, is at the core of all things academic. The hard part is knowing that our own weaknesses and failings will be exposed in the process. However, these are weaknesses and failings soon corrected, or at least accepted, in a learning environment where academic integrity should be celebrated.

"A NATION THAT IS AFRAID TO LET ITS PEOPLE JUDGE THE TRUTH AND FALSEHOOD IN AN OPEN MARKET," SAID JOHN F. KENNEDY ON THE 20TH ANNIVERSARY OF THE VOICE OF AMERICA IN 1962, "IS A NATION THAT IS AFRAID OF ITS PEOPLE." COLLEGE ADMINISTRATORS, ARMED WITH THE TRUTH, SHOULD BE ACCOUNTABLE TO ALL, AND NOT BE AFRAID OF ANYONE.

Jim Barmby is Dean of Business at the DeVry Institute of Technology in Calgary.



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The Challenges of Leadership

MISSY BECKER

If you just ask me what the challenges of leadership are, I would say that these are the challenges because this is the time of globalization. This is the time where we realize that the world is very small. Unfortunately, in this last year, the world started closing instead of opening, and because of the war on terror the world continues closing. People are closing doors behind differences and seeing and emphasizing them. I'm different than you and that's why we have different complications and implications."

—YOSSEI GHINSBURG, *ACADEMIC LEADERSHIP JOURNAL*, FALL, 2002

There has been a great deal written recently about understanding diversity, the need for diversity training, and the cultural differences that make up the United States of America. There are African-Americans, Hispanic-Americans, Asian-Americans, Italian-Americans, Irish-Americans, etc. But when it comes down to it, for those of us not born in America, haven't we all chosen to immigrate to America or to study/ work in America, and learn "the American way?" If people are born or choose to live in Canada, are they Canadians? If people are born or choose to live in Australia are they Australians?

Wouldn't it be interesting if we as leaders looked for similarities in each other rather than to focus most of our efforts on differences? What would it be like if we as leaders looked for the common thread that inspired people? What if Diversity training became Similarity training? What if peoples' differences in gender, ethnicity, culture, and the populations they were serving did not make a difference because as leaders we were able to look at people and see the similarities within them? What if we were able to build on these similarities to develop a culture devoid of anger, hate, and prejudice? Is this a dream?

Is this a possibility? Can this be a reality? You decide.

**"Just because a man lacks
the use of his eyes doesn't
mean he lacks vision."**

—STEVIE WONDER

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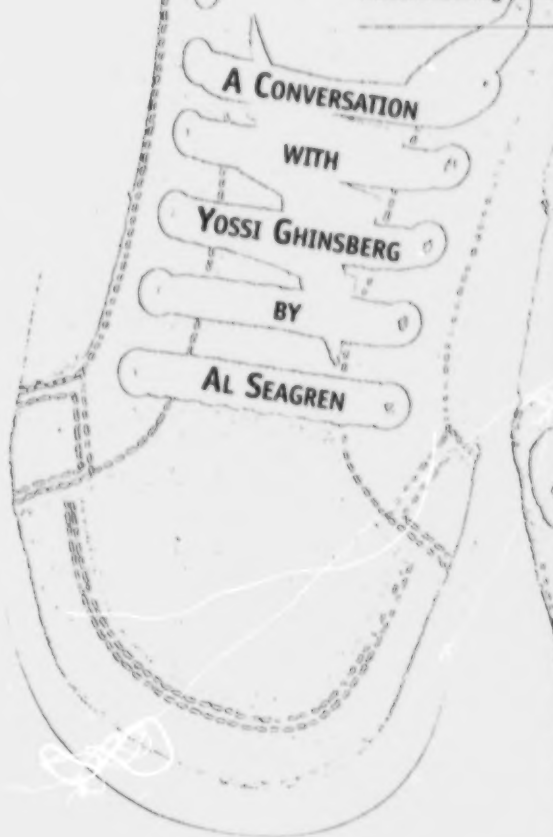
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Background...Yossi Ghinsberg was born and raised in Israel. He is a graduate of Tel Aviv University with degrees in philosophy and business. Yossi is an internationally recognized story teller whose message is universal and inspirational. He speaks about the ability to take vision and turn it into reality, about how to move toward goals despite adversity, and how to bring about positive change and profound transformation. He communicates his message through stories. As the author of the national bestselling book "Heart of the Amazon" he tells the amazing story of survival and describes how the ordeal profoundly affected his understanding himself and his purpose in life.



Yossi has been involved with a wide range of projects and activities. In 1986, he was in the Amazon and experienced adversity. He shares his experiences in his book. In 1992, he developed the Chalalan Project proving that the best strategy to conserve biodiversity is sustainable development in cooperation with indigenous forest dwellers. The Chalalan is one of the most celebrated eco-tourism resorts in the Amazon. The Maddidi National Park in the Bolivian rainforest is the biggest nature reserve in the Amazon. In 1995, he was appointed VP of the Center for Investigation & Treatment of Addiction (CITA). He promoted a new approach to treatment of opiate addiction and established 12 treatment and research centers from Mexico to China. In 1999, he founded the Alma Libre Foundation for opiate addiction in Australia. In 2001, during the peak of the Palestinian intifada he returned to Israel as CEO of a reconciliation festival. In 2002, he established the web-based self-help site "Philosophyinaction.com."

his message is focused
on change
and having
a good pair of
shoes

vision to Reality in
the Face of adversity

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you've been involved in a wide range of projects. What have you learned about leadership and change from all these projects?

Answer: Let's start with change, because that's one of the things that I've learned through many experiences. Change is one of the most important and basic concepts to the understanding of life. If you understand change, then I would say you're an evolved human being because our conditioned state is not to accept change. Let me explain what I mean. Change is the nature of the world. Everything is constantly changing. Change is the foundation of life. We are born, we get old, we die. We change. Everything grows, everything changes constantly. If we look at the essence of life you see that nothing, even for a billionth of a second, nothing is stable. Everything is at constant flex, so it's the very basic of life that's changed. And, what change suggests is the need to adapt. This leads to evolution; we understand that in order to evolve on this planet, species have to deal with change and to adapt. The species that remain are those that are able to adapt.

The only constant in the entire universe is change. Everything is changing, hence, that's the only constant that we have is that everything is changing. Now, just emphasizing on that from a human point of view...in general, we tend to quickly make evaluations and judgments, so if something is judged from our point of view as a good thing, we want it. If something is judged as a bad thing, we don't want it, so basically our judgments are fluctuating between I want this and I don't want that. Now, having said that, on the things that we want, we feel that we deserve them and they are rightfully ours, and if they're taken from us, we tend to be miserable, to complain, etc. But, from everything that is good we tend to develop greed. We want more. That is only one-half of the equation. The other half is everything that is bad we feel we do not deserve, that we are victims, and we want to get rid of it as quickly as possible. And, this is called aversion. We are greedy toward what we judge as good, and we have a strong aversion toward what is judged as bad. Now, this is only for people that do not understand change—nobody can avoid both the good and the bad, as they come to everybody. So, if somebody is greedy for the good things, he doesn't understand that the nature of life is that everything is transient. Everything is a constant state of change.

One of the things that I'm trying to look at and understand myself, and live accordingly, is that if we release greed and weaken aversion, we will be more attuned to life. We will live more in accordance with the natural world of change. When I talk about achieving a goal, or what the requirements are to make a dream come true, it's all starting with the understanding that things change. So, hence, even if people set up a certain direction they need to understand a few things. First of all, that the present moment cannot be changed. Everything starts from the present moment. The present moment has to be accepted. That's one of the concepts that people really don't understand. The present moment is just what it is. The understanding is that we have to start with acceptance of the present for what it is and you can only aspire to change what will be. You cannot change the present. When you talk about achieving something or changing a situation from a certain state to another, then you have to take into consideration the powers of life. If you're walking from one point to another, it's not always possible to get exactly to where you wanted to go because other forces come into play—what some people call bad luck, circumstances or misfortunes. I do not believe in them at all. Those are the forces of change and have to be taken into consideration and incorporated into the equation because we don't live in a vacuum environment. Good luck and bad luck are part of the forces of life.

You have learned about change and the fact goals and plans are needed, but may need to be changed due to forces that must be considered. Now, tell me how you communicate the nature of change or philosophy to audiences?

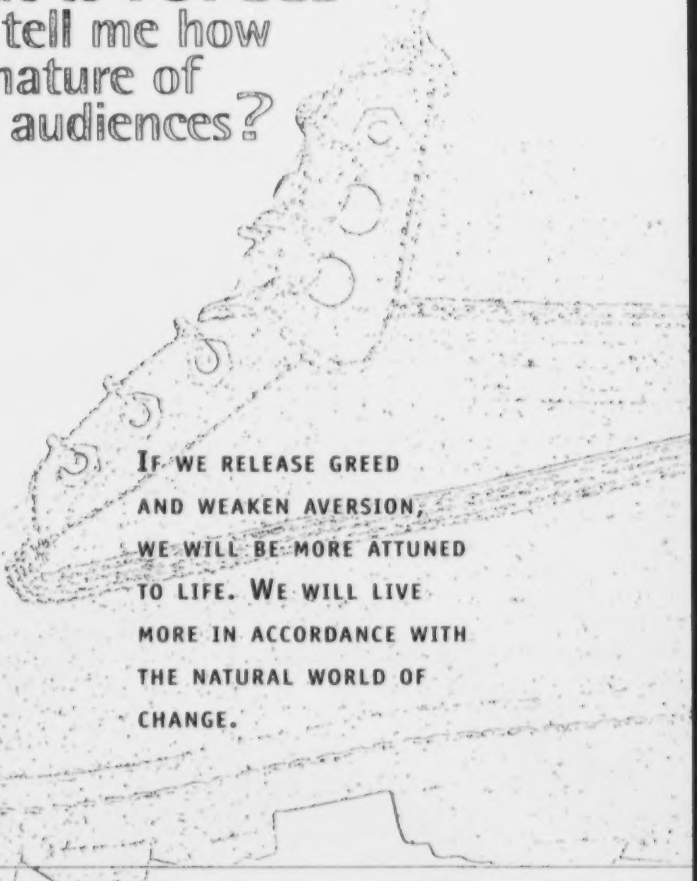
Answer: I am actually explaining the philosophy now. What I do on stage, I tell stories. My philosophy and message come out of my stories. I will not lecture the audience and tell them, look, this is the nature of change and you have to understand that. I won't do that because my technique of presentation is different. My understanding is that the span of attention of the listener is very limited for two reasons. One, the research shows that people can listen to any intellectual information in intervals of 15 to 20 minutes. After that they get tired and start drifting to other places. So, a good lecturer knows how to make a comic relief or break into a recess, every 15 minutes, allowing the audience to relax, refresh, and regenerate, and then he goes into the next interval of information. Second, which I think is more severe, is people actually do not listen. They do not listen because their mind is too busy. And, when you tell them or lecture to them, as interesting and innovative as it is, the audience will make a quick evaluation and judgment of what you say. When you bring information, the audience begins thinking, is it right? Is it wrong? Do I agree with it? Do I not agree with it? What are my beliefs? What are my ideas? What are my ideals? Hence, the process of listening is not tuned. People are not really tuned, but their mind is busy in evaluation. Knowing that, I use a different technique altogether on stage. I tell stories, and when stories are engaging and fascinating evaluation is somehow swept away and the child within listens. And, when a person listens to a story, it's a totally different level of listening. You can listen to a story for hours. You're not judging a story because the story is not direct intellectual and information feeding, it's more nourishment for the soul.

Al: I certainly would agree, we talk about collaborative active learning and you have to have the audience engaged and listening, whether it's a classroom or giving a lecture. And the story technique is certainly a powerful one, so I appreciate that.

Yossi: Thank you. I guess that there is a large complement of entertainment that has to take place when a person gets on stage. Entertainment by itself has it's own value, but it's not enough in this context because if I were a great stand-up comedy, I could come and have the audience roar for an hour and just have the best of time and laugh and really enjoy it. But the next day . . .

Al: They forgot.

Yossi:... exactly. They cannot even recall the joke. What they had is a good time, which is important on its own, but that's not why people invite me. The comment on entertainment is very important because otherwise people don't sit and listen. In storytelling the content is the main thing so when they leave, only then the story starts growing. I am like sowing seeds in a very engaging way. When people go home, the stories will grow on them. And, I see different people taking what they need from the story, organizations taking something else. On an individual and organizational level, I'm just sowing seeds and I believe something that will stay with most of the people.



IF WE RELEASE GREED
AND WEAKEN AVERSION,
WE WILL BE MORE ATTUNED
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MORE IN ACCORDANCE WITH
THE NATURAL WORLD OF
CHANGE.

Al: Sow the message as the story needs to be internalized. You've talked about change, and in that message you implied some things that leadership needs to think about. Can you touch on **Vision to Reality in the Face of Adversity?**

Yossi: I actually made a formula on how to go from vision to reality in the face of adversity. Basically there are five steps to it.

STEP ONE—accept reality for what it is. If you want something...vision...don't start complaining why the present situation is not as you wanted. Accept the present situation as it is. Accept it as if you actually invited it. Look at the current circumstances, no matter how difficult they are, and accept them. Do not look at them as undesirable and challenge them instead look as you chose them.

STEP TWO—I call initiation. This is the most important step. It is working toward that vision, actually physically doing something about it. If it's business, it's writing the business letter, putting something on paper, making the first phone call, meeting with experts in the field, etc. It works for any field.

STEP THREE—is anticipating and welcoming adversity. This is where most visions fail because people say, "Oh, I had a wonderful vision." And, then they say, "Oh, and I did so much toward that vision," and then comes key

THE KEY TO A HAPPY LIFE IS A GOOD PAIR OF SHOES. EVEN THE WORST SITUATION DOESN'T NECESSARILY NEED A REACTION. IF YOU'RE WELL-TRAINED, THEN YOU CAN BE CREATIVE AND SPONTANEOUS AT ANY MOMENT AND TAKE THE RIGHT ACTION, WITH THE EMPHASIS ON THE ACTION. AND, THAT'S WHY I SAY A GOOD PAIR OF SHOES IS HARD TO FIND.

word of failure "but". The moment they say "but," they don't know the formula because there is always a "but", and that's the third and crucial step.

We need to understand that adversity is part of the process, expect adversity, welcome adversity. These are tremendous, important things to learn for any visionary. It's the law of the universe that nothing proceeds with out resistance. If you want to climb to the top of the mountain, the mountain will resist. You will have to sweat a lot to get there, but that's part of the process. Sometimes, the greater the vision equals greater resistance. There is no failure. Failure does not understand the powers of life. This brings us to the fourth point.

STEP FOUR—When adversity comes, accept it and know that it's part of the process, that it's not personal, you're not a victim, you didn't have bad luck. Develop strategies on how to deal with it.

STEP FIVE— which is not something that we're being taught, is that the vision and the goal may shift along the way. We have to be flexible to the forces of life. So, not attaching to the sensation of failure, understanding that the journey is the destination, and maintaining a sense of inner calm and balance is the goal.

Al: What you've described certainly ties right back to change because so often we think, I've got this vision and then I experience these roadblocks, adversities, and become discouraged. We need to look at strategies of what I can do. I can only control my own behavior, but I can't control other people's behavior. Finally, what you're saying, so often we have a plan and it doesn't follow through exactly as we designed we think we're unsuccessful. We need to recognize that new variables may come in and the plan needs to change.

Yossi: That's exactly right.

Al: You say a good pair of shoes is hard to find. The problem is found outside of one's self and so forth ...but talk a little bit more about what you mean by a good pair of shoes.

Yossi: We try to carpet the world, to work hard and pave it. If there are thorns or rocks along the way, you don't mind if you have a good pair of shoes. This means that you need to develop an attitude within yourself and the standards you set. You're not responsible for other people's behavior.

The key to a happy life is a good pair of shoes. Even the worst situation doesn't necessarily need a reaction. If you're well-trained, then you can be creative and spontaneous at any moment and take the right action, with the emphasis on the action. And, that's why I say a good pair of shoes is hard to find. It's really, really rare to find people that have a good pair of shoes, meaning that they're not in that turmoil of reacting to other circumstances and people constantly. By reacting I mean, not choosing their actions. When you have the time to contemplate, even very quickly, instantaneously, or instinctively, with creativity, then life becomes fascinating. Everything is a challenge. You are never a victim.

People react to each other and push each other's buttons, and constantly fight with the external forces. When somebody has a good pair of shoes, it is such a sense of relaxation, such a sense of coming home, no matter what, you don't have to have control of the outside. No matter what the outside brings, you are equipped with good shoes. Then, as if by some miraculous power, the external forces start being much mellowed. The moment you're not reacting to them life becomes much easier. The hurdles and the thorns disappear because you are equipped with good shoes. So, the worst strategy is trying to change the outside because the outside fights back and brings more trouble.

Now, I am not saying that I have a good pair of shoes. I'm aware and I'm constantly repairing my shoes because I still step on thorns and kick stones. I'm aware of that and I'm working on it, and the leather of my shoes is pretty worn out and patched. So, I don't want to tell you that I've got the perfect pair of shoes. I'm not coming from a point of view of somebody that is there already, but I definitely understand the process. That's why for me it's so powerful to be able to talk to people. It's very self-inspiring and self-awakening.

Al: What strategies have you found to help you balance your personal and your professional life?

Yossi: Good question because I'm not only busy, I'm passionate. I don't do much of a separation between my vocation and my life. Of course, there are other things apart from what I do such as personal interests, but even when I do these things; I do them from the point of view of where I am in life. And, I believe that this is my personal task. I look at my work as religion. However, I don't work just for that because I trust life in a spiritual sense, I trust life. It always gives me an opportunity to work and put bread on my table and provide shelter. Then I look at my vocation as an opportunity for self-expression. I always get involved in things that are bigger than me and have a sense of service. I would say it's not even my choice. A sense of service makes me feel at home with my vocation. So, I don't need to balance or rest from my work because I look at it as my life.

Al: I often ask colleagues, if you enjoy what you're doing, why do you want to do less of it?

Yossi: That's right. Last year when I was managing an effort to establish a big festival that happens once a year in Israel, I was invited as a guest to see it. I suggested that the theme be "Reconciliation" because it will make an effort to bring spiritual leaders of Islam and Judaism together. I've been working all my life, but what happened last year was that I worked so hard and I was so dedicated, that I was working in my sleep, Al. I swear. I was so involved with this project that when I would open my eyes in the morning, I would realize that I was working for the last hour in my sleep. I was in the midst of things, processing things and I had a great sense of satisfaction. I was fully living what I was doing. And I was doing something that I felt was right and good. If I take something and it's not something I want to do, I usually don't last no matter what the reward. A few years ago I was invited to be part of a new dot com enterprise. I took the job and worked there for six months, and there was a lure of big money, IPO, shares, and millions of dollars. And I was lured. But after six months, I just quit. I knew that my greed was still there and I just couldn't do it. I couldn't go on, the other people were young, determined, and working day and night. I know how to work day and night, but I just couldn't. I wasn't committed to what I was doing and couldn't do it for the reward, I just quit. I couldn't do it.

Al: That leads into a question what's gone wrong with corporate America? Or maybe not corporate America because most of them are international in nature, but what's gone wrong?

Yossi: The problem goes deeper than corporate America. Corporate America is a lot like society, as materialistic, capitalistic, and profit centered. Success is monetary. There is a big difference between a for-profit organization and a profit maximizing organization. Corporate America is adopting a strategy of profit maximization, which has to do with a lot of the trouble in America and around the world. There is nothing wrong with being a for-profit entrepreneur, but when it turns into profit maximizing that means profit at any cost no matter what the outcome. When this happens we see cheating and manipulating, doing things at the expenses of environment, at the expense of compromising people, and exploiting everything just to see the monetary benefit. That's what's wrong with corporate America.

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because this is the
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childhood

Also, the values of corporate America are not necessarily limited them. It's wider than that. And, I think it's a very good question because it brings us back to education. It has to start much earlier. People have to see the bigger picture. The vanity, the shortsightedness, is like setting up goals that are like the balance sheet of next year and not realizing our lives are connected to more long range outcomes.

I look at life on earth and I see how short my personal life is and this makes me think about the kind of values I need. This is about taking it from the corporate to the individual. But it's the same. Corporations are made of individuals, so as an individual, I think what do I want to do in this life? Is it the accumulation of many material things? Then I ask, what is success? Money is one measure, but we need to open our eyes to the bigger picture. What other things can be achieved in life, such as a good pair of shoes, can be measured as success and not cause greediness?

Greed is a key word; to answer your question what's wrong with corporate America, I would probably say greed. We are greedy because this is the conditioning we receive from childhood. My parents are Second World War refugees, they always emphasized that money is very important because it is security. They taught me that it doesn't matter what I really want to do in life, but it's important that whatever I do it's something that makes economic sense. That was my education and a lot of people's education. People do what brings money and not what brings satisfaction. The problem is corporate America is not here to serve America. There should be a sense of I'm here to serve and this is the main thing that I do, and then comes personal benefit. But the values are

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different in corporate America. It's first about the corporation. Corporate America is very aggressive, and it dawns on the individual that if you have a late payment to the bank you will immediately see the mechanism of the aggression of corporate America. You see the tremendous effort in the marketing, you getting phone calls to your private telephone on the weekends and at night because statistically corporate America calculated that those are good hours to catch the decision maker at home. The values need to be checked, reassessed, and re-evaluated and it's not simple. It is the shortsightedness of the people on this planet that is the cause of so many problems, so many wars. It tears my heart to see what's going on the Middle East. And then in Eastern Europe or in Africa, how people focus on the differences rather than values and commonalities. Anyway, I'm drifting.

Al: You mentioned the term greed in your earlier comment, of course, and that's what I keep saying. Once greed gets a hold of somebody, their vision gets pretty clouded because they always are looking at what's in it for me? Well, anyhow, that leads into the next question. What do you see as the challenge for leadership development? Let me phrase it another way, "If you the director of the ELHE distributive doctoral program or if you were the Director of the Academy, what would you recommend, or what would be your suggestions for leadership training?"

Yossi: Well, I'm not sure. One has to be more knowledgeable about your system to understand exactly what to do, so what I'm saying would be general. I think that challenges for leadership on the global level are interconnectedness and interdependences. These are the core values that align all other values. We are connected on different levels, but we are connected to each other, first as human beings, and then as members of this planet. We are very connected, but what's more important is that we are interdependent. And, that's something people do not tend to see. They think they work in an isolated environment and if they do something, it's to better themselves and may be at the expense of another. But because we are interdependent, if it's good for me and bad for you, it is also bad for me. That's the nature of things.

This is like a spider web and we are all touching it. So, anything that happens to me will also happen to you, the good and bad. That's why corporate America, for example, is the problem of the entire world, just like I think that the bloodshed in the Middle East is affecting the entire world. We are all connected and all interdependent.

If you just ask me what the challenges of leadership are, I would say that these are the challenges because this is the time of globalization. This is the time where we realize that the world is very small. Unfortunately, in this last year, the world started closing instead of opening, and because of the war on terror the world continues closing. People are closing doors behind differences and seeing and emphasizing them. I'm different than you and that's why we have different complications and implications. Being a foreigner and having a strong accent myself, I am different. When I go to Israel, where I was born, people ask me where am I from because of the way my accent is influenced by the many languages I speak. This is a sad time where we don't see how connected and dependent we are. Not respecting each other is also what brought the troubles that we are in on this planet. And, I'm not talking from an American point of view. I'm talking from a global point of view.

Al: Well, I would certainly agree. I keep talking about the concept of being a good neighbor. When we grew up on the farm, if somebody had a hardship, or became sick, the other farmers went and helped them. And they would have been offended, of course, if somebody had offered to pay them, but if somebody was in need, then that's when neighbors came to help. What you've talked about, the connectedness and interdependence was certainly there. If we were good neighbors, then we would behave differently because we wouldn't look for opportunities to take advantage of them, we would look for opportunities to serve them.

Yossi: The only problem is that sometimes you are a good neighbor, but your neighbor is a bad neighbor, and that's one thing that definitely is going on like other values such as extremes. Unfortunately we cannot control everything, and are not living in utopia, and I'm not trying to portray a nice picture of the world.

Al: No, but once again back to some of your earlier thoughts. It's how you perceive the world and how you perceive adversity because there certainly will be some. One final question because I know you are leaving tomorrow. What books would you recommend that community college leaders read?

Yossi: I'm laughing because the hundreds of books in my library were just put into boxes. I am currently reading *The Elegant Universe*. It's a scientific book. I have to read every paragraph two or three times, but even though it's pure science, it's like the forefront of physics. What's so fascinating is that it almost touches mysticism. When you get into the understanding of how the world works, then everything we talked about is also in the law of nature on the big and small scale. It's how the planets or galaxies behave and it's the way the smallest component of our existence behaves.

Another really good book is *The Seeker of Visions* by John Lame Deer, an American Indian. It's the story of an American Indian chief medicine man from the Sioux tribe. I think this book should be a must read for everybody. It's very powerful.

Al: Thank you for taking time to visit with me. Your message and your philosophy of life and you believe we need to do are things I certainly can relate to, and I think that many at the conference will also be able to relate to this concept message. Like you say, the real secret is we all have a philosophy and some ideals, but none of us are ever able to achieve completely what we would like to, but the important thing is that we keep trying. The challenge of leadership is to turn vision into reality and there certainly will be adversity. We need to have a good pair of shoes to travel the road of life successfully. I look forward to hearing you speak at the conference.

Not respecting
each other is also what

AUTHORS

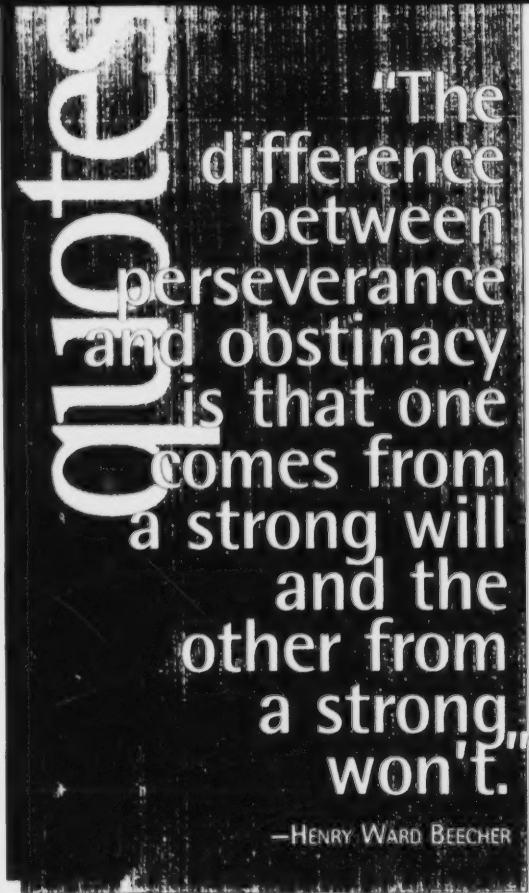


Yossi Ghinsberg,
author "Heart of
the Amazon"



Al Seagren,
Professor & Director,
CSHPE, University of
Nebraska, Lincoln

brought the troubles
that we are IN on this
planet.



—HENRY WARD BEECHER

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Smart Kids Know How To Play The Game— And The Others Know That The Emperor Has No Clothes!

'Smart kids know how to play the game and the others know that the emperor has no clothes!' said keynote speaker Susan Kovalik, as she spoke about the present situation in education, during her marvelous presentation at the Chair-Academy conference (27 February through 2 March) in Kansas City. Susan Kovalik did research over a long period of time about the relationship between learning and the activity in children's brains. Based on the results of this, she and her team developed the so-called 'Integrated Thematic Instruction' model (ITI). Susan based this model on the principle of three in-each-other-taking powers, the biology of learning, instructional strategies, and curriculum development.

The Chair-Academy conference (this year, 'Follow the Path to Leadership') is one of the highlights of the yearly visit for chairs and other leaders of the Koning Willem I College 's-Hertogenbosch, The Netherlands, to the United States of America. The trip also is part of a leadership training for faculty and chairs, as they also visited ten Community Colleges in Kansas City (Missouri and Kansas) and Phoenix (Arizona) this year.

Kansas City



The voyage starts 'not-Dutch,' as the twenty participants arrive without any traffic-jam at the Amsterdam airport. Despite the strongest security, a little pocketknife is not discovered. A delay of one and a half hours for departure, although followed by a nice view over Greenland, left us running at the Memphis airport to catch the next plane for Kansas City, a vast city with 1.8 million inhabitants.

The city lies on the slopes where the Missouri and Kansas rivers meet. This situation explains why Kansas City has no real 'downtown', and why, in the past, it was not the place to be for most people wandering during 'The Gilded Age' of Mark Twain. For many people joining the march to the West, it became the big last stop before crossing the big rivers, where the last frontiers gave way before the growth of railroads.

A little visit to the poorer parts of Kansas City, later on in the week, shows that a lot of the people who couldn't pay the crossing stayed. Most of them were from the South, just freed from slavery and now searching for a living in difficult circumstances and on poor soil. This difficult struggle for a living also built a part of the character of the former president of the United States of America, Harry Spencer Truman (1884-1972). Coming from this region (Lamar) and buried in Independence, the hardworking and straight-liner Truman followed the flamboyant Roosevelt into office after Roosevelt died in 1945. Harry S. Truman became famous for his Truman-doctrine (Cold War) as he tried to stop the Soviet expansion.

The drama and the tragedy of its history make Kansas City not a boring city, but a number one Jazz-Town. You will enjoy your dinner when an 85-year old sax-player who even played with the famous Charlie Parker, eyes closed, plays 'Kansas City Blues.' Or as a typical cab driver tells in his original blues dialect, 'bout tee jazz ant tee blues maain'.



Student Success Center

As a warm-up for the conference, four Community Colleges in the Kansas City region will be visited by the Dutch delegation. It is Monday morning and the first day (working) of the trip. Johnson County Community College, Overland Park (Kansas), and Kansas City Community College get really tense here as Kathleen Sebilus opens her campaign for governor at eleven o'clock.

The Dutch delegation, however, is hosted, by President Dr. Carlsen, and is guided around the impressive building. We see two big theatres, a brand new train training-simulator and architecture based on the principle of the user, the student. The train training-simulator shows also how important Kansas City is as a link in the traffic between the East and West coasts, the Canadian border and the Mexican Gulf. Other highlights are the well-equipped canteens for students and faculty, but no American student is without a hamburger.



The most impressive highlight of this Community College, with 80,000 students, is the so-called Student Success Center. Here students can go with all of their "FAQ's" or their problems. Johnson County Community College has centralized, with purpose, all services for students. They also trained faculty as professionals or hired full professionals, so there are no teachers involved who have this job in addition to their teaching. Students can go to the Student Success Center for financial aid (grants and social security), psychological and therapeutic help, assessments, testing, help when doing their homework and supplemental instruction.

What the Dutch notice is the American habit of establishing a 'feel like home' atmosphere everywhere in the building. Sitting-corners, cozy corners, comfortable chairs—almost throughout the whole building, you can sit, hang out, or take a nap in every corner because a lot of the students are over twenty and have to work at night to earn a living and pay the rent for their house or have a family already. Dutch students are much younger and don't need to go out working, unless they have an expensive weekend, which some have every weekend.



Smart Kids Know How To Play The Game—And The Others Know That The Emperor Has No Clothes!



The visit ends up in the 'Boulevard' brewery. This brewery is an example of the number of little breweries and brew-kitchens, which counter the 'Budweiser and Coors Lite-culture'. Americans also have a sense of taste when it is about beer. Boulevard brews most beers based on the finest Belgium recipes. As the Dutch delegation knows, the best beers of the world are the Belgian ones. A guided tour through a slippery and smelly brewery, as part of sensitivity learning, completes the visit. We find this great because, in the Netherlands, law and regulations forbid you to get in the real brewery.

Rereading America



It is Tuesday and as the sun shines, it still is below zero. The way to the Business Technology Center (from the Metropolitan Community Colleges) takes the delegation along a huge railway-yard. Train spotters have their paradise; locomotives and wagons from the Santa Fe Express, The Southern Pacific, The Northern Pacific, the Kansas City Southern, are like the scenery of a long American railway history in modern times, or an open air Fleischmann / Mørklin shop.

Harley Davidson Kansas City sends its workers for training and development to the Business Technology Center. A HD-frame and a presentation HD-motor welcome the visitor and tell him the BTC story. BTC is meant for little groups and huge numbers of students. Also Cisco academy is housed in the BTC, but in the building there is a nice smell of oil and diesel. A 'welding' teacher spontaneously shows the delegation his job. But the visit is running out of time, and Penn Valley Community College (also MCC) is waiting.

Penn Valley Community College, in the center of Kansas City, emphasizes Health Care Education and adult education. The students are much different from BTC, if you watch colour and stature. Penn Valley has the fastest guided tour in the world: 52 minutes and off we go.

The fast tour doesn't matter, because lunch at Kansas City Kansas Community College is waiting. This Community College gives more or less the impression of an average Mid-West Community College and is located in the state of Kansas. After two days this still is confusing for most of the Dutch delegation. When founded in 1932 it became Kansas City Kansas Junior Community College, the longest name for a Community College in the U.S. The state of Kansas counts about 2.5 million inhabitants and is almost five times the size of the Netherlands, rather crowded with 18 million people. Kansas has nineteen Community Colleges, the Netherlands 43. Two of the Community Colleges are in the Kansas City area. The campus, built against a hill, has rather flat buildings (two stories) and everything is nearby. This Community College has the normal things, such as a police-academy and a fire-brigade training-college, but pays a special attention to bilingual education for foreign students, most of them refugees. Thirty-two nationalities are served in their international center. The Dutch visitors are invited to take with them one of the books about the problem of integration in the US and foreign cultures, even the book 'Rereading America', recommended by Scientific American on the subject of critical thinking and reading.

Conference Chair Academy

In the United States, a Happy Hour lasts three hours, there are refills everywhere, your purchase value tax is added afterwards, and you must pay your waiter or waitress a huge tip. Typical 'not-Dutch.' Also conferences take a day longer.

The first day starts as a pre-conference. You take a daylong workshop; in the morning there is a nice program, at least as the workshop leader knows what she is talking about. The afternoon-session

is worse. The debates become a dispute, but it is interesting for foreign guests to learn a lot about the difficulties with funding, formation and how to pay on-liners, and the fine differences between states on these subjects are important to know for speaking about the US as a whole or as 48 contiguous different countries.

I'd like to see a fireman as president rather than Bush

On the days of the main conference, there is always a keynote-speaker. Susan Kovalik has a lift off with 'A path to implementing brain search in the classroom', because of her newly published book 'Exceeding Expectations.' "Writing and reading are for people, in a biological way, new things. With this they are different from the other species, but they also have the possibility for non-distance and timeless communication. When we take a closer look at education, then we must recognize that the brains play an important role. It is a pity that brain-research in the classroom was not done for a long time. That has changed slowly," Susan tells her audience while following her PowerPoint presentation. "That is for me a first time, too, to do a PowerPoint presentation." Susan Kovalik saw how bad some things were in education as her daughter went to school and tried to improve, and that is the reason why she founded her company for advice, consulting, and research.

The ITI model became also famous outside the US: "the new democratic Slovakian government asked us for advice about the ITI model for their education policy. So two of our ITI-teachers lived there for one year with their families and we also traveled a lot. But after five years they could do it by themselves. The ITI-model is based on the model that intelligence is based on experience. So I think that a fireman is better choice for president than Bush," she said with a light ironic tone in her voice as the audience started laughing. The video showed some funny sketches about what Susan means. "Look, there is more needed. Learning is a strong link between body and spirit. Emotions are the gatekeepers for learning and mankind has lots of intelligences to solve problems. Educators must realize that what they do is build on perceptions, videotapes in your head based on the principle of the 'good,' the 'bad' and the 'ugly.' And this must change, because smart kids know how to play the game and the others know that the emperor has no clothes".

Delete and Wake Up!

The Scarecrow found his mind yesterday. Today, the 'Tinman' is looking for his heart. Keynote-speaker Debra Crumpton opens the day as a stand-up comedian, mixing her words with jokes and twists. "Humor makes it lot easier to bring your message", she says during the interview. Debra puts her message loud and clear in her show: "The world changes rapidly and the future, for some of us the tornado from the 'Wizard of Oz' demands from leaders a huge amount of different competencies and knowledge. Therefore a lot of myths must be taken down. Predictability, the monopoly on knowledge, power, experiences is out. The new reality has other questions and expectations; everything must go faster, easier, better and cheaper. Everything and everyone suddenly is temporary and unpredictable. So wake up and delete it. Embrace the future and renew your leadership."

In the interview, she tells that the use of humor is serious business in leadership. "Humor is a tool to clear the essential part and make the information fit and stay in the minds of your people. But also make clear that humor is who you are and not what you are." Debra thinks that it still is difficult for women in management to reach the top. Her own flashing career from soldier to major wasn't easy and she felt she did not fit the army. "Indeed, positions are changing, there are more women at the top, but the top got more lonely then before. This you can solve by trying to be a 'richer' and not a better manager. I felt the same when I made a quick career in the army from soldier to major. I think that in every human there is a leader, because everyone can take care of his influence in one or the other way. Leadership is much more then being a manager. Being a manager is not unique; it does not depend on religious, racial, sexual or political rules; only the circumstances are different. That is especially important for education, because there is the feeling that education is something unique. This way of thinking isolates education from the rest of the world, which is nowadays a bad way of thinking. I hope my story woke them up this morning."



TYPICAL NON-DUTCH

- Conferences take a day longer
- Happy Hours that last 3 hours
- Free drink refills everywhere
- Your purchase value tax is added afterwards
- Waiters and waitresses get a huge tip!
- Community college students are older



Haha

Smart Kids Know How To Play The Game—And The Others Know That The Emperor Has No Clothes!

Phoenix

Phoenix, Arizona, looks like another world. Life rushes and brushes and it feels good to be back in the world, coming from cold Kansas City. Mild temperatures, a straight blue sky and the first nice view at the mountains surrounding the urban plains, let the tired traveler forget his little sorrows. Arizona, since 1912 a US state, is a paradise for geologists and people looking for adventure. Geologically formed in Precambrian volcanic times, it is also the scene of prosperity and renewal. Phoenix is a vast mathematical grid with new and growing urban areas and sunbirds.



Our only day off, Sunday, is a gorgeous visit to Tortilla Flat, the lost Dutchman and Superstition Mountains. The Superstition Mountains are the remains of a huge and hot volcanic explosion and the remaining dark tuffstone and calderas signal the edge between 'Basin and Range Province' and the 'Arizona Transition Zone.' A ghost town is the stay for the afternoon as 'Horrible' Hank gets arrested and brought to court. Hank gets free as the hanging fails, and you can't hang a man twice.

Community Colleges in Phoenix

Mesa Community College, belongs to the Maricopa Community Colleges in Phoenix, with a total of 110,000 students enrolled over ten Community Colleges. Mesa Community College has a younger student population than, for instance, Red Mountain Community College with its so-called "sunbirds" in their 60s. Mesa Community College counts about 25,000 students and already has a ten-year friendship with Koning Willem I College's-Hertogenbosch, the Netherlands.

The guided tour of Mesa shows that campus life here also is in the open air. The library, the classrooms for physics, the open architecture which lets the light come in, strike the visitor walking around the campus. The Center for Teaching and Learning was a good model for the Dutch one in 's-Hertogenbosch. In the afternoon, the Dutch visitors were hosted by a counterpart, which made it possible for a real look in the brewkitchen. The next day the Dutch delegation paid a visit to Mesa Community College Red Mountain, the young one in the Maricopa Community Colleges northeast of Mesa. Red Mountain is the second campus of Mesa Community College, which was cheaper and better than building a new Community College, and which opened up Fall 2001. A windmill architecture, buildings of red stone, a game with light and shadow, and the view of Red Mountain make this campus the jewel of the trip.



A hummingbird welcomes the Dutch delegation at Glendale Community College. A transparent wall with colored pieces invites the visitors to enter the library. In the afternoon the lunch is served under palm trees at Estrella Mountain Community College. After lunch all guests are invited for a discussion round about the specific educational themes. By the way, it is the first time we meet E-learning instead of on-line courses. The last day is for Paradise Valley Community College, where a talk with Ronald Bleep over e-learning and hybrid learning is on the program, and we will meet John Patterson, already known to us from the so-called MESE-project. It is nice meeting in person after being online for while.

Conclusion

The image of big and huge American Community Colleges, which most Dutch teachers and chairs feared, has changed. Community Colleges mostly are for students, and have good opportunities, although the funding is a bit confusing. Johnson County Community College, discussed above, is a model of what you can discover at most U.S. Community Colleges. As we fly home with a beautiful view over the Grand Canyon, the last stage of an impressive and educational trip closes.



Toon Rekkers,
Faculty, Koning
Willem I College





Toward the Composition of Academic Leadership: A Case for Leadership Portfolios

BY STEPHEN HORVATH

Portfolios have emerged as a valuable resource in the fields of English composition and faculty development.

Applying the portfolio model to leadership development activities can serve as both a powerful pedagogical tool and an effective holistic assessment mechanism.

Although I consider myself an emerging leader, what do I have to show of my leadership? How would I characterize it for myself? What parts would I be proud to share with others?

Although I feel that this topic has relevance for every academic leader, it is appropriate to begin by describing the context in which it emerged. As I prepared for my second week-long session with The Academy for Leadership Training and Development, I felt satisfied with the content, reflection, and goals attained as described in the Final Reflection Report, yet at the same time I felt incomplete. I had accumulated extensive journal entries and tracked the progress of the individual goals that I set forth in my Individual Professional Development Plans (IPDPs). These comprehensive mid-term and final reflection reports, that I composed, documented leadership development activities. They summarized the bits and pieces for external audiences, but did not provide a mechanism for examining and advancing leadership development from a holistic perspective, one that would encourage a fuller, more complete awareness of how unique leadership skills combine to

form discrete leadership skills resulting in a visible manifestation of leadership. However, the usage of a very common tool, the portfolio, could have crystallized these activities into

a coherent summary of learning.

As an assistant professor of English composition as well as the director of my institution's faculty development program, portfolios serve as a valuable educational tool and assessment mechanism. In this paper I will review the history of portfolio pedagogy within the fields of English composition and faculty development toward advancing the concept of leadership portfolios as an educational process and a showcase of attained goals.

Toward the Composition of Academic Leadership: A Case for Leadership Portfolios

Theoretically, portfolios can represent the process and culmination of learning and refining one's skills or craft.

PORTFOLIOS AS APPLIED IN ENGLISH COMPOSITION CLASSROOMS

Portfolios emerged in the 1970s and 1980s in disciplines such as the visual arts and in design fields such as architecture, and since have been playing increasingly larger roles in all kinds of college classrooms and within institutions as a whole.

What are "portfolios?" At the most basic level, a portfolio is a collection of work. Portfolios have long been a common practice in the field of visual arts. In meeting with prospective clients, photographers share their portfolios—collections of their best, most representative work. Physically, portfolios often take the form of binder or a folder. Theoretically, portfolios can represent the process and culmination of learning and refining one's skills or craft.

Peter Elbow has been a major figure in the field of English composition since the 1980s. In books such as *Writing without Teachers*, Elbow seeks to have instructors place as much emphasis on the writing process as on the product that students produce. In a discipline where the traditional emphasis had been on "correctness" in grammar, in form—literally, often in typing ability, Elbow (1991) advocates a "holistic" approach to composition. His pedagogy stresses writing as a process that involved multiple drafts of the same paper where the writer should take risks and experiment. "Revision" as a major element in the process gets center stage, and student writers come to understand that the act of composing is not about discovering a magic formula designed to produce the "correct" answer using "correct" grammar on the first attempt. The major vehicle that Elbow employs to bring his model together for student writers is the portfolio.

Teachers who make use of Elbow's model often ask students to maintain two portfolios throughout the term. One portfolio serves as a holding tank for all of the work that students complete for the class—all drafts, all assignments, all journal entries. The other portfolio serves as a showcase for what individual student writers view as their best work, not only from their own perspective, but also through dialogue with classmates and with the instructor. This two-part portfolio model encourages student writers to see all of the class work as valuable and to evaluate what is their best work within and beyond the parameters of the assignments and of the class.

Using Elbow's model in the classroom, students are constantly involved with their portfolios. They are actively engaged in generating material and positioning it in relation to other writing and desired goals. Journaling often plays a significant role in the process by allowing students to reflect, to speculate about success or failure, and to experiment.

Elbow (1991) also contends that portfolios can serve as a valuable assessment tool for instructors because "they tend to promote a richer, more complicated understanding of writing." In reviewing end-of-the-semester portfolio submissions, writing instructors get to evaluate students based on a collection of complete work, which the students forward as representative of their best efforts. Frequently these portfolios include a cover letter where the students share the story of their writing—the struggles, the issues, and the successes. Including reflective elements provides a frame of reference for instructors to understand the portfolio contents and to understand how all the bits and pieces of writing reflect one writer as a whole.

PORTFOLIOS AS APPLIED TO FACULTY DEVELOPMENT

A similar model of portfolio development and assessment has been emerging on community college campuses in faculty development programs—the teaching portfolio.

With books such as *The Teaching Portfolio*, Peter Seldin has emerged as a central figure in this movement. Seldin values the portfolio model because of the value of the process and the product. As Seldin (1997) puts it:

"The [teaching] portfolio is not an exhaustive compilation of all of the documents and materials that bear on teaching performance. Instead, it presents selected information on teaching activities and solid evidence of teaching effectiveness."

In elaborating on his model, Seldin provides a variety of actual teaching portfolios to serve as models. Although Seldin (1997) stresses that it is important to recognize that portfolio contents can and should vary because no two faculty members are alike and because of the differing needs and approaches that are demanded by different subjects, he concludes that there is often a core of common elements that many teaching portfolios share: (1) materials from oneself such as syllabi, innovative assignments, and statements of teaching philosophy; (2) materials from others such as classroom observations, student evaluations, awards, and professional development activity; and (3) products of teaching/student learning such as outcomes assessment data and records of

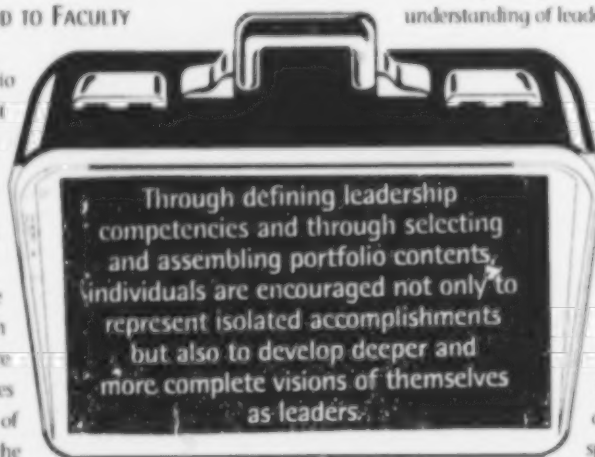
student accomplishment within and beyond particular classes. Deciding what specific elements within these categories provide the most "solid evidence" is the activity of greatest benefit to the faculty member.

ONE EXAMPLE: APPLYING PORTFOLIOS IN LEADERSHIP DEVELOPMENT

By carefully merging elements from portfolios as they are applied in English composition classrooms and in faculty development, a version of the portfolio model emerges that is suited for leadership development. This model promises to be a valuable tool in examining and integrating individual professional development goals, in showcasing clusters of leadership competencies, and in creating a holistic understanding of leadership.

Rather than replacing individual professional development plans and reflection reports, a portfolio in its initial stage would serve as a repository for, and an extension of, these existing elements. Within the framework of IPDP methodology, individual goals are stated and measurable objectives are determined for each of the seven specific leadership topic areas that are addressed in the first

week of the academy experience. A portfolio model would allow for the extension of goals into competencies that reflect abilities achieved and demonstrated. "Competency" in this sense signifies the intersection and clustering of IPDP goals toward demonstrating "leadership" in a unified and holistic sense of the term. In maintaining a leadership journal and in composing regular reflection reports, it is common to notice the cross-referencing of projects and incidents between categories. Because academic leaders—both administrators and faculty—often view the academic year in terms of regularly occurring tasks and projects, it is not too much of a stretch to anticipate overlap across goals and to define them as critical competencies early on in the process. Through defining leadership competencies and through selecting and assembling portfolio contents, individuals are encouraged not only to represent isolated accomplishments but also to develop deeper and more complete visions of themselves as leaders.



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Toward the Composition of Academic Leadership: A Case for Leadership Portfolios

The activity of maintaining a leadership portfolio is similar to becoming your own leadership coach.

Here is an example based on the choices that I made in creating my own leadership portfolio.

As I reviewed the journaling and reflection reports that I produced as part of my Academy experience, it was beneficial to observe the relationships and themes among my IPDP goals and to survey the bodies of work produced for the Academy and directly for my work—the primary source documents and projects on which I reflected in my journal and in my Academy reports. My twenty-one IPDP goals cut across the seven major categories in the Academy curriculum—(1) The Complex Role of the Organizational Leader, (2) Transformational Leadership, (3) Strategic Planning, (4) Behavioral Styles, (5) Learner-Centered Environments, (6) Building Effective Work Teams, and (7) Managing Conflict. In reviewing my goals in these seven areas, three main competencies emerged: (1) Articulating My Personal Philosophy of Leadership, (2) Building and Managing Effective Work Teams, and (3) Generating Strategic Plans. My personal IPDP goals for leadership elements, such as understanding behavior and learning styles, and conflict management and resolution, all grouped around the above three areas.

Having self-determined my competencies through careful reading and reflection, and having determined a workable framework, I was now ready to begin assembling a leadership portfolio that I felt best showcased not only my overall abilities, but my leadership skills as they relate to my specific role at my institution. I found Seldin's suggestions to teachers regarding the selection and arrangement of contents within a teaching portfolio to be adaptable to the leadership portfolio. His following steps provided a practical guide to focus my efforts.

My first step was to secure the official version of my job description and my most recent performance evaluations to note my role at my institution. This was done with an emphasis on leadership responsibilities and opportunities. In reviewing the current format of performance evaluations, known as Merit Achievement Plans or "MAPs," at my institution, I was struck by how the form basically was an invitation for a portfolio.

Second, I reworked and expanded my personal mission statement into a statement of leadership philosophy. In doing so, I adopted a very personal document into a public one with the expressed intention of being shared.

Next, I pulled together the products that were produced this last year. These served as examples of my growth in the areas of strategic planning and building effective work teams. The two plans that I helped produce for my institution—The Strategic Plan for Technology and The Academic Plan—served as evidence to an overall statement and narrative that I composed to capture and connect all the goals reached and skills

applied to complete these projects. Likewise, in including a copy of an interactive CD-ROM produced by the multimedia development team I coordinated, my summary statement included details on how we came to value our different behavioral types and intelligences to pull together as a team to successfully complete a product with a very specific objective.

Finally, my portfolio provided me with the opportunity to reflect on my multi-year development as a leader by reviewing my curriculum vita and by examining professional development goals and competencies "outside" of the field of leadership. In completing several continuing education classes related to web publishing and Microsoft Office products, a pattern surfaced that revealed I had become a more effective communicator and a more effective leader through new technology.

Both Elbow (1991) and Seldin (1997) note that a carefully crafted portfolio can also provide a valuable assessment tool for program facilitators. By extending connections between IDPD goals to showcase leadership competencies, learners extend the context of the theories and experiences encountered toward a more complete understanding of leadership. Learners not only represent the goals met through composing a written reflection report, they extend and advance leadership as an applied skill set, holistically evidenced in the professional work and demonstrated accomplishment of individuals. By allowing learners to self-select the contents and final format of a leadership portfolio, facilitators are presented a more complete and holistic picture of learners' growth and abilities. Through the process of clearly articulating goals and desired competencies, and by providing specific detailed evidence of growth and accomplishment in these areas, learners get to participate actively in a stimulating intellectual process, and facilitators get to see a bigger picture.

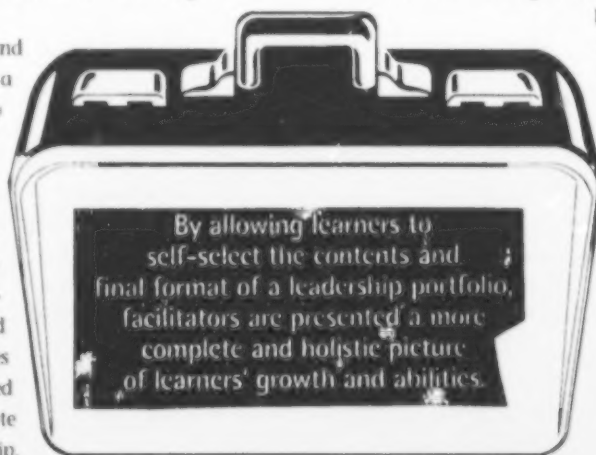
CONCLUSIONS

There is a synergy that leadership portfolios bring to the overlapping skill sets and professional experiences that compose "leadership." Portfolios are a way of bringing it all

together. Over the past year I maintained two journals—one teaching journal and one leadership journal—where I reflected, speculated, and tracked progress related to my IDPDs. Additionally, I prepared mid-term and final reflection reports for the Academy and monthly reports for the UNL leadership practicum. Furthermore, I developed a Merit Achievement Plan to define the goals that my supervisor and I felt that I should strive toward for the year at my institution. Given all of these occasions for professional development and growth, making connections through summative analysis is a way of making the whole greater than the sum of the parts. A leadership portfolio applies a proven mechanism toward this end.

But most importantly, on the individual level, the activity of maintaining a leadership portfolio is similar to

becoming your own leadership coach, in that the reflective and meta-cognitive acts that go into selecting, revising, and refining the contents of the portfolio ask individuals to define what kind of leaders they are and what type of leaders they seek to become.



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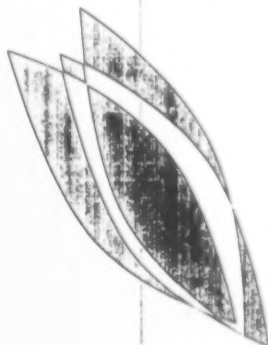
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Leadership: A Personal Journey

BY KAREN MORELLI

This paper traces the author's personal perspective on leadership as evidenced through a fictional story, "A Walk To Remember," by Nicholas Sparks. The characteristics of the lead character are compared to current leadership theory of Covey, Bennis and Maxwell.



Have you ever attended a workshop or seminar where you were asked to identify someone you admired as a leader? Did you hate that question as much as I did? Some participants were so quick to respond with the name of a President, world leader, famed coach, athlete, religious leader, movie star or other prominent individual. I always wondered how they knew them? I mean, really "knew" them? Then the next question would come...Why?... What made the named individual a leader? What action, qualities, traits or behaviors? I'd always sit in a state of mental turmoil as to whom I should name. I was often embarrassed because I wasn't quick to respond. The only individuals I wanted to name, no one would know!

AT THAT POINT IN MY LIFE/CAREER, MY VIEW OF LEADERSHIP meant being well known, successful, acknowledged for one's abilities, or for having done great things. Or, possibly, someone who ascended to a high level in the organization and had an impressive job title. However, the people I personally admired and thought of as leaders, were none of these. I was having a difficult time reconciling my view of leadership with my thoughts and feelings about individual leaders. For me to admire an individual as a leader, I needed to "know" the person, to understand their values, their hopes, their dreams and frustrations, and to view their action/reactions to life's varying situations. Since I didn't know prominent leaders in this manner, I had a hard time

justifying why I valued them as a leader. Therefore, leadership seemed to happen somewhere off in the distance, at a higher level of the organization. It was a set of learnable skills for the workplace involving vision, mission, and communication. It was what managers worked hard to become. Leadership seemed to be something one did, not something one was.

Yet my innate senses told me that this shouldn't be; the characteristics that I admired most in my identified leaders seemed integrated throughout all aspects of their lives. These individuals' words and actions were consistent in every situation; they had personal integrity, were positive and upbeat, passionate about life and seemed to really care about people. Their family, friends and colleagues "knew" them intimately. They were trusted, respected and valued. I didn't think that leadership could be defined simply by position, status, skills, behaviors or actions alone. It seemed that all of these characteristics were intertwined and that I was searching for a more holistic approach to leadership. Apparently I wasn't alone.

Ronald A. Heifetz, founding director of Harvard University's Center for Public Leadership stated, "In business, the concept of leadership has evolved. For decades most people

referred to top-management positions when they talked about leadership". (Weiss 2002) I discovered that this evolutionary process had many varied viewpoints, but that many of the leadership theorists of the last decade supported my holistic view. The writings of Stephen Covey, Warren Bennis and John Maxwell validated what I was searching for in defining a leader.

Stephen Covey's book *Principle Centered Leadership*, really sparked my interest and thinking about leadership. Covey contended that leadership operates from the inside out, that whatever is at the center of our lives becomes the primary source of our life support system. From this center emanates the principles that guide our decision-making, the foundation upon which we build our value system. This becomes our life map. "A center secures, guides, and empowers. Like the hub of a wheel it unifies and integrates. It is the core of personal and organizational missions." (Covey 1990) A principle-centered foundation lays the basis for all other interactions and decision-making. Covey stated that these interactions and the decision process occur on four levels:

- ☐ personal (relationship with self);
- ☐ interpersonal (relationship and interactions with others);
- ☐ managerial (responsibility to get a job done with others);
- ☐ organizational (need to organize people, create structure, synergy and systems).

An individual must hold him/herself true to his/her personal values and beliefs at each level of interaction no matter what role he/she is in at that particular time, mother, wife, executive, committee member, coach etc. It also should not matter who the recipient of the interaction is, spouse, subordinate, child, friend, colleague or stranger. In every instance, the same set of principles guide the relationship and the decision making process. Through actions and behaviors, others view the individual as dependable and consistent. When an individual repeatedly exhibits these characteristics, trust is generated. It is further enhanced when individuals come to know what actions and behaviors they can expect from another person because of that individual's prior actions and behaviors. Trust builds more trust, which is tied to character.



**TRUST BUILDS
MORE TRUST,
WHICH IS TIED
TO CHARACTER.**

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Leadership: A Personal Journey

**LEADERSHIP OPERATES FROM
THE INSIDE OUT, THAT WHATEVER
IS AT THE CENTER OF OUR LIVES
BECOMES THE PRIMARY SOURCE OF
OUR LIFE SUPPORT SYSTEM**

Both Bennis and Maxwell assert that an individual's character is key to successful leadership. Bennis maintained that leadership is character. He identified character qualities of consistency, caring, integrity and competency as integral to leadership. "Leadership is not just a superficial question of style, but has to do with who we are as human beings and with the forces that have shaped us." (Bennis 1997) Maxwell (2001) furthered this thought when he stated "Good character is not given to us. We have to build it piece by piece—by thought, choice, courage, and determination" (2001). When thoughts and choices are based on principles, then actions are both consistent and congruent. Integration of thoughts and actions and behaviors takes place.

At each of Covey's four levels of interaction something else is occurring, influence; either influencing oneself to make a choice, or influencing someone else to do something.

Maxwell asserted that leadership is influence. Nothing more. Nothing less. Similarly, Bennis (1997) views a leader as "someone who has the capacity to create a compelling vision that takes people to a new place and to translate that vision into action." Leaders are those individuals who have the ability to influence others. Heifetz (T&D 2002) stated "exercising leadership has come to mean providing a vision and influencing others to realize it through non-coercive means. Leaders draw other people to them by enrolling them in their vision. Leaders get out in front and pull their followers along gently until the vision has become infused as their own.

Although the theorists validated my thinking concerning leadership, the concepts really came to life for me through a fictional character in Nicholas Spark's moving tale, *A Walk to Remember*. This was the catalyst that enabled me to view personal leadership in action, as an example of the holistic approach I sought.

A Walk To Remember is the bittersweet story of a young man, Landon Carter, who falls in love with a classmate, Jamie Sullivan, during their senior year of high school. The story traces the events of the year as Landon is drawn to Jamie, led to question his life and his values and then is faced with Jamie's terminal illness and untimely death.

Landon had known Jamie since grade school. She was someone that he and the other students always made fun of, someone who was different because of her actions and beliefs, but was someone who touched his soul. A brief review of some of Landon's comments about Jamie provide insight into who she was:

"Through three years of high school, Jamie hadn't changed at all...she carried her Bible wherever she went and read it during lunch; Jamie believed it was important to help others and help others she did.... She would pull weeds in a neighbor's garden without being asked...she volunteered at an orphanage, bought gifts for the children there with her own money; her good deeds were not limited to humans...she took every injured animal she found to the vet and cared for them; she was always so damn cheerful no matter what was happening around her; Jamie never said a bad thing about anyone even to those who were not nice to her; she was not concerned about outward appearances because she was always looking for things like inward beauty; Jamie knew all her lines at the first rehearsal, which wasn't surprising—what was, was that she knew all my lines as well as everyone else's." (Sparks 1999)

As Landon falls in love with Jamie, he struggles with his emotions, wondering why this is happening to him. He is led to reflect not only on his emotions but also on his past actions and his future plans. His decision to marry Jamie, because he truly loved her, also fulfilled Jamie's dream of a wedding before she died.



However, the underlying theme is that through Jamie's influence Landon took a path that he would never have considered for himself: he became a minister. This choice led him to a fulfilling and rewarding life. Landon states, "In that year, Jamie helped me become the man I am today. With her steady hand she showed me how important it was to help others; with her patience and kindness, she showed me what life is really all about." (Sparks 1999)

So, how is Jamie a leader? This story is about one person's profound influence and impact on another person. Everything about how Jamie lived her life had a lasting impact on, and forever changed, Landon's life. Because of knowing and loving her, his actions changed, he made different choices and he became a different person. Certainly not every leader has this profound influence over any one person, yet it is true that respected leaders are those who have the ability to influence others. Jamie never pressured Landon to make any decision nor to take any action, but as she opened her heart in discussions and actions, he began to know her and trust her. He was led to question his own values and beliefs and he began to make decisions based on her principles, because he saw the value, the honesty and the integrity in her actions. He grew to understand what her life was grounded in and he wanted the same for himself. She succeeded in providing Landon with a vision of what life should be and successfully influenced him to achieve it.

Who Jamie was as a human being was clearly evident to Landon and to all who knew her. Jamie consistently demonstrated the character qualities that Bennis states are integral to leadership: consistency, caring, integrity and competency. Although Jamie wasn't a leader of an organization, nor recognized in any field of endeavor, nor had she amassed large numbers of followers, her personal leadership can be viewed as operating on Covey's four levels. In her personal life, Jamie's principles were centered on her beliefs. On an interpersonal level, her relationships and interactions with others were guided by those same beliefs and values. She treated people with dignity and kindness no matter what they did to her. Her managerial actions were evidenced in the story in both school activities and volunteer work. In each situation, Jamie was able to influence those whose help she needed, to accomplish her goals. Although, Jamie didn't operate at an organizational level, she did need to create structure and strategy for herself in a life that was unraveling all too quickly. She did so with strength and determination.

For me, the meaning of leadership came alive in a very poignant way through Jamie. Now if asked to identify someone I admire as a leader, I would recognize the validity of my criteria. Maxwell and Bennis's writings validated the leadership qualities that I seek in a leader: caring, integrity, trust, competency, and consistency. These character qualities came together in Covey's principle-centered theory. Leadership became personal, passionate and holistic. It became more than a position or status, more than a skill set. This was the integration that I sought. It reflects that fact that each of us can be leaders in our own life no matter what level we attain in the organization. We can become better leaders through skill development, knowledge attainment and consistency of our actions and behaviors. With the integration of character development and the understanding of the importance of guiding principles, leadership becomes more effective. Leadership may be a matter of influence, but the direction and end result of the act of influencing is unmistakably dependent upon the leader's character.

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Turning the Tables: *Learning/Leading*

BY CHARYL LINK

KNOWING HOW TO LEARN IS A CRITICAL FACTOR FOR SUCCESS AS A STUDENT, A TEACHER, OR A LEADER. THE AUTHOR DESCRIBES HER EXPERIENCE AS A LEARNER IN A MOTORCYCLE CLASS AND THEN DISCUSSES APPLICATIONS OF WHAT SHE LEARNED ABOUT LEARNING TO EDUCATION AND LEADERSHIP.

Learning institutions—lifelong learning—learning communities—learner-centered classrooms. The focus is on learning. That is easy to see.

How do those of us who have spent years "teaching" switch the focus? How do we as leaders use learning to improve our organizations?

During the summer of 2001 this writer enrolled in a beginning motorcycle class.

By the second day I was so caught up in the learning experience itself that I did not always pay close attention to the instructors!

As I had time to reflect on that experience, I realized that the real value of the class related to what I had learned about learning and how I could apply that in my roles as an instructor and as a leader

Motorcycle Learning Experience

When my 16-year-old son expressed an interest in learning to ride his big brother's BMW motorcycle, I thought that he and I could take a local motorcycle riding class together, a neat mother-son bonding experience. Preparation included showing up with over-the-ankle boots, jeans, long sleeved shirt, and leather gloves. The sponsoring college provided the helmets and motorcycles. Our class consisted of eight men and four women with ages ranging from sixteen through about sixty with some having previous experience.

In The Classroom

During the first evening's session in the classroom the instructors explained the structure of the class and requirements. Information was provided in a manual, on handouts, on videos, and through lectures. We learned about the motorcycle parts and functions, friction zones, posture, lean angles, rules of the road, positioning in traffic, and safety. A very important strategy was driving defensively by being mindful of the situation around you and providing yourself with an out in an unexpected situation. Not only were we learning knowledge and skills, we were learning about ATTITUDE. Part of the session dealt with how to THINK through emergency situations, something that could mean the difference between life and death to a motorcycle rider who is so vulnerable. A short quiz ended the first session.

Surviving the First Day on the Cycle

The second day was an 8-hour day on a blacktopped parking lot during an extremely hot period in July. This was the real thing: motorcycles with no training wheels!

We learned that "fitting" a motorcycle meant the rider should be able to put both feet flat on the ground while sitting on the cycle. Since I could only touch my toes to the ground when I was on the smallest cycle, I wondered how much that "disability" would hinder my learning. The instructors took turns with one explaining the procedure while the other

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demonstrated on a cycle and then we practiced. The learning progressed from completing the inspection checklist to using the kick stand to shifting gears and letting the cycle roll in neutral to get the feel of it. Working as partners, one student pushed the cycle, in neutral, across the parking lot while the other student steered and braked. We started and stopped the engines. We moved forward little by little with our feet skimming the pavement. Finally we had to ride without our "training" feet. We learned about straight-line riding, turning, shifting, and stopping. During the exercises one student was assigned to be the leader and the others followed in single file. We learned to build speed. We learned from our mistakes and practiced correct maneuvers. We watched other students and learned from their mistakes as the instructors provided constructive criticism.

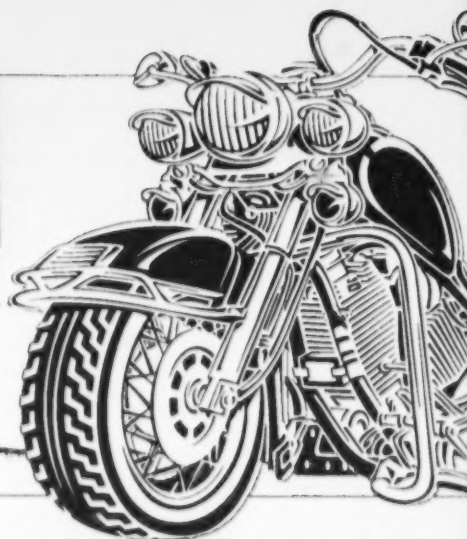
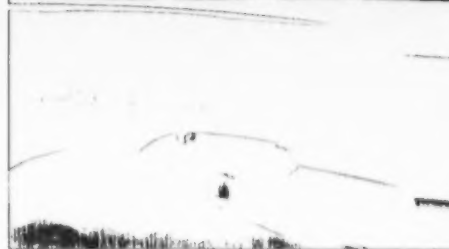
Although we took frequent water breaks, my mouth was as dry as cotton! My heart pounded. My hands were cold and clammy. Not only was I not comfortable, I was scared! I wondered how I ever got myself into this situation. Of course, my son was doing great and enjoying every minute.

Making it Through the 2nd Day

That evening I read the book, highlighted, underlined, developed acronyms, and memorized, summarized, recited. My son watched TV and answered a few questions for me. Bottom line was how could I ever force myself to return the next day! I thought about my work with developmental math students and trying to get them to think positively about their learning and to eliminate negative self-talk. I tried it. Never before had I ever used positive self-talk as much as I did that night!

The second day on the parking lot, we dealt with rain during the morning followed by hot sun. So not only was the humidity higher, the pavement was wet! We practiced what we learned the previous day, including braking (plus sliding on wet pavement) and then went on to more complicated maneuvers such as swerving. During one exercise as I was returning in the line up behind another rider, my cycle bucked like a bucking horse with the front up in the air. I could see myself on the

Experience is used to improve learning and learning is used to improve performance.



pavement with the motorcycle on top of me! Somehow I managed to steer it to the side so I did not hit another rider and I heard an instructor yell, "Clutch!" So I clutched and managed to regain control.

Finally time came for the actual driving test. Points were deducted for errors like hitting an orange parking cone. To pass the test a student could miss no more than 20 points. I missed 17; my son missed 3.

Then we moved back to the classroom for the 50-item multiple-choice test. My son completed his test in ink and in about half the time that I needed. I used pencil and all those effective test-taking techniques that I teach my students. I missed two questions; my son missed one.

As the class walked across the parking lot after returning the bikes to a garage, one of the instructors put his hand on my shoulder and said, "Charyl, you passed the test but we recommend that you choose carefully the places that you ride." I said, "Don't worry. I will be on the parking lot or in the pasture for a long time!"

Parallels to Learning

Although I have not been on a motorcycle since the class ended, the experience has often been on my mind. This motorcycle class has allowed me to reflect on strategies used by learners, the teaching strategies used by instructors, and the outcomes of those interactions.

At the very beginning of the first session the instructors engaged the students by having us discuss our reasons for taking the class and then they described for us what we would be learning and when and how we would be evaluated. These instructors, both retired law enforcement officers, used active learning strategies that included questioning, lecture, discussions, videos, group work, one-on-one instruction, demonstrations, role playing, and frequent knowledge and performance assessments with prompt feedback.

Models of Learning

Teachers have the opportunity to be great models of lifelong learning. It seems that we attend conferences and workshops annually and take graduate courses almost as often. Many of these focus on the content of our disciplines rather than teaching/learning strategies. In addition we may take classes related to our hobbies, e.g. music, photography, genealogy. But consider this: no matter what classes we take, aren't we usually in our comfort zones? This motorcycle experience took me entirely out of my comfort zone. Finally I could relate to my developmental math students who really don't want to be there, who have inadequate backgrounds, who are scared to death. I had walked in their shoes.

Turning the Tables: Leading/Learning

THE LEADER IS A
DESIGNER OF LEARNING
PROCESSES, A STEWARD,
A TEACHER, AND A
GENERATOR OF CREATIVE
TENSION THAT PROVIDES
THE ENERGY TO FILL THE
GAPS BETWEEN REALITY
AND VISIONS, I.E. TO
FOSTER LEARNING.

Importance of Learning How to Learn

How often do we stop to analyze the learning process and the strategies that we as learners are using? Too often learning has been so easy for teachers that we expect students just to "know" how to learn. About ten years ago a colleague asked me how I knew what to do to teach students how to study, how to take notes for math, and how to take tests. That question caught me off guard because I "assumed" that all teachers knew that! Being able to teach students how to learn is even more important today because of the changing demographics of our student population and changing needs of the 21st century workplace. Skill #7 of the 21st Century Skills is labeled personal skills and those include learning to learn (Wilson, Miles, Baker, Shoenberger, 2000). Community colleges are asked to provide many and varied services in order to fulfill their missions which might include academic education, vocational education, remedial education, and community education or services. According to Roueche and Roueche (1999) almost 50% of all first-time community college students are underprepared for the demands of college level courses. Not only will these students need to learn basic skills in reading, writing, and math, they will need to learn how to learn. Therefore what instructors do to help students learn how to learn is critical for student success.

Implications for the Classroom

Various authors have written about learning and teaching. Cross (1999) described learning as making connections, emphasized the differences between surface learning and deep learning, and defined experiential learning as the most critical. Experience is used to improve learning and learning is used to improve performance. McGlynn (2001) defined self-regulated students as those who take charge of their own learning. As instructors we need to help students learn to be self-regulated

learners by guiding them through goal setting, developing strategies, and self-evaluation through reflection on their performances.

Instructors, as well, need to reflect on our performances. The TRPP Model (theory, research, principles, and practice) has the goal of maximizing student potential (Silverman and Casazza, 2000). These components interact to help explain why some practices are more effective. The instructor may begin with any component and move through the model using this process to determine which methods work best for students, instead of just using a trial and error method. Critical reflection allows the instructor to determine what is working and what isn't. For example, out of the wealth of information available on learning styles, multiple intelligences, emotional intelligence, etc. an instructor could select one topic, study the theory and then do research by applying the principles in a class. At the end of the semester or a designated period of time, the instructor would reflect on the activity and evaluate the results based on whatever assessments were used. Decisions would be made to keep the activity, adapt it, or drop it.

Previously teachers focused on good teaching period. Elsner described the traditional teacher as more controlling and more concerned with covering content while the desired format has faculty and students sharing in the learning. Now "we know that it is the interaction of good instructional practices with students' strategic learning strategies and skills that results in positive learning outcomes" (McKeachie, p 312). The teacher needs to be knowledgeable and flexible in facilitating the learning experience.

Teachers should model life long learning and share their learning experiences with students, e.g. sharing my humbling experience in this motorcycle class. It is important for students to know that we are all learners. At the beginning of each class I tell my students that I am the expert who will guide their learning experience but I want them to know that I am not always the expert. Each of them

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has a skill that they could teach me, e.g. swimming. Sometimes we are the teachers; sometimes we are the learners.

Implications for Leadership

On our campuses we recognize those leaders whose job descriptions define their leadership responsibilities. However everyone is a leader at some time. We move in and out of the roles of leader and follower depending on the situation. Maxwell (1998) writes that successful leaders are learners and this learning process is ongoing because the goal must be to improve day by day. Lambert (1998) refers to student learning as the "content of leadership" (p. 23). She emphasizes its importance by writing that unless reflection, inquiry, dialogue, and action include a focus on student learning, perhaps we are just going through the process for the sake of process.

Support from Leaders

Leaders' support of the learning process is critical. In a recent issue of *Leadership Journal for Community and Technical College Leaders*, Walter and Rhinehart (2002) write about a "paradigm shift in the way community colleges participate in the learning process and in the way their leaders understand and provide support for the learning process — we must continue to develop ourselves as learners." In the same issue Baker (2002) states that while the faculty is charged with producing learning, research, and service, the task of leaders is to motivate the faculty "to be as effective and efficient as possible, to provide them with the right kind of technology to do the job, and — the right kind of training and development necessary to ensure that each learner is afforded instruction that maximizes his or her special set of circumstances, capabilities, and motivation." Thus leaders help lead others through the learning process by providing guidance, encouragement, and resources.

Development of New Leaders

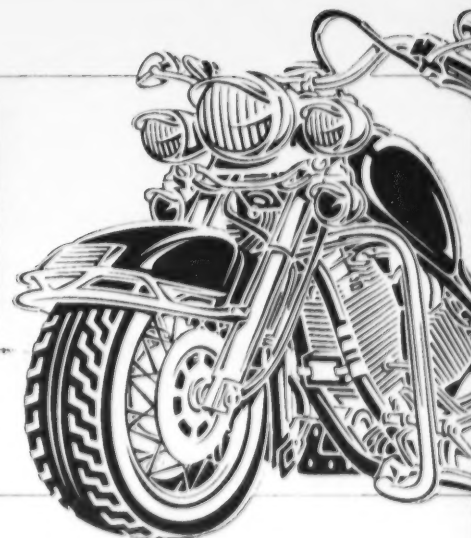
As described by Gill (2000), leaders assist with the development and evaluation of IPDPs (Individual Professional Development Plans), including self-reflection that is a critical part of

Successful leaders
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self-evaluation. More experienced leaders can facilitate the training of new leaders through conferences, workshops, and seminars and serve as coaches or mentors as new leaders put their skills into practice. If we are to apply skills that we have learned, that often involves risks. Leaders need to encourage risk taking and deal with failures as learning opportunities instead of something worthy of punishment. The natural tendency is to blame someone or something else for failure. Rather than being defensive, we need to be honest in recognizing problems and possible causes in order to learn from our mistakes (Gill, 2000). Hoffman and Withers (Chawla and Renesch, 1995, p. 470) take this further by stating, "For a learning organization to take root and grow, it must stop holding people accountable for mistake-free performance, and begin holding them accountable for learning from their mistakes."

Leading the Learning Organization

Learning begins with the individual. According to Senge in *The Fifth Discipline* (1990), the core leadership strategy is being a model and committing to personal mastery. The leader is a designer of learning processes, a steward, a teacher, and a generator of creative tension that provides the energy to fill the gaps between reality and visions, i.e. to foster learning. Wheatley (1999) emphasized the importance of leaders needing to walk their talk and practice what they preach by first embodying the principles of the organization



and then helping the organization become the vision that it has for itself. Maxwell (1998) refers to the law of connection and states that the key to connecting with others is to relate to individuals, one at a time. At our college the academic deans and directors are part of a council, along with the Vice President for Administrative Services, where each person takes a month chairing the meetings, another records minutes, and another evaluates the meetings.

A few years ago when I was the Assessment Specialist (a full-time faculty position), I was part of this council. At first I felt very intimidated but with the guidance and support of the vice president and more experienced leaders in the group, I soon felt comfortable as part of the team. We were all learning together and sharing those experiences.

More recently as Academic Coordinator for the Department of Mathematics, I was able to share my learning about writing course syllabi, assessment of student learning, teamwork, and conflict resolution. In some instances I shared information but what worked best was modeling the learning as I worked with both individuals and the department as a group. In working with those individuals I had to recognize that each had a different learning style and learned at a different pace so I had to be patient and flexible.



Turning the Tables: Leading/Learning

Lambert (1998) writes about leadership capacity that refers to broad-based, skillful participation in the work of leadership. It involves shared learning that leads to shared purpose and action. Leaders attend to the learning of themselves, their colleagues, and students. Although certain leaders are leaders due to their job descriptions, all involved in the education of students are leaders and that leadership takes different forms. It might be chairing committees, facilitating group meetings, team teaching, peer coaching, conducting research, or just taking responsibility for a project. People have different learning styles and work styles. By understanding our own style, we can then begin to understand the styles of our colleagues. That leads to more effective collaborative work. In addition to understanding our preferred styles, it is important to expand our own styles so that we can work more effectively with others.

Outstanding leaders do not have all the answers but they are committed to continually learning more and sharing that learning with others. Learning spreads from individuals to work groups or teams and finally to the entire organization.

Summary

What began as a mother-son bonding experience in a beginner's motorcycle class evolved into an experience learning about learning — learning and teaching, leading and following. A critical factor in safe motorcycle riding is visual directional control. That means where you look, the motorcycle is going to go. For example, look at the orange cone and your cycle will hit the cone. Look too closely at the street in front of you and you will lay the bike down. However by looking ahead 12 seconds, the rider has time to become aware of the situation and take action.

The leader/learner needs short and long term goals. The leader/learner needs the prerequisite skills and appropriate equipment, needs to know how to learn, and needs the motivation to follow through. The leader/learner needs the right frame of mind, attitude, and ability to concentrate. The leader/learner recognizes that learning takes time and practice, sometimes 1000 repetitions before a skill becomes familiar so that it can be done almost unconsciously. The leader/learner needs to troubleshoot, e.g. a mushy feeling at 25-30 mph could mean a flat tire. The leader/learner needs to reflect on his/her learning, self-evaluate, and make changes where needed.

Who are these leader/learners? Not only are they our students, but also they are our faculty, staff, and administration — our leaders.

Challenge

De Pree (1997, p. 144-146) sees risks as opportunities to move closer to our potential and the more that we take risks, the more natural it becomes. Risks result in a kind of learning available in no other way. We have to deal with uncertainty, loss of control, and acceptance of vulnerability. Taking risks means that we must abandon the old, but abandoning the old makes way for the new and taking risks as individuals is the only way to improve our world.

Risks are inevitable. Learning is ongoing throughout life and is critical to success in the 21st century. The challenge to each reader is to learn something new, something outside of your comfort zone. Use the learning as an opportunity to learn more about learning and more about how you as an individual learn. Then apply those skills as faculty and leaders.

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BOOK REVIEW

Leading Quietly: *An Unorthodox Guide to Doing the Right Thing*

This dynamic book helps you think outside the box. Harvard Business School professor, Joseph Badaracco argues that great leaders are found in the men and women working far from the limelight. These "quiet leaders" choose responsible behind the scenes actions to resolve tough leadership challenges. These leaders, dependent on their strong ethical foundation, examine their motives and those of the dilemmas they face. By examining the whole picture, buying time and bending the rules without breakage these leaders make a difference in organizations big and small.

Drawing from a four year study of quiet leadership, Badaracco presents eight practical and counterintuitive guidelines for confronting situations in which right and wrong seem like moving targets. Each strategy is grounded in an engaging story that shows how quiet leadership makes a difference in a variety of work settings. A must read for people who believe they can "quietly" make a difference.

**"Motivation
is what gets
you started.
Habit is
what keeps
you going."**

—J. A. B. B. B.

**"It is not true that we have
only one life to live; if we can
read we can live as many
more lives and as many kinds
of lives as we wish"**

—S.I. HAYAKAWA

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How to Build Success into Assessment Teams

BY KRISTIN ANDERSON

HISTORY OF THE STEERING COMMITTEE

In 1999 Phoenix College developed a steering committee for the purpose of organizing and facilitating the College Student Academic Achievement Assessment efforts, a requirement for North Central Accreditation (NCA). The committee was charged with providing direction to faculty, students, and student services; with establishing timelines for goals; and with providing direction to the actions needed. Prior to the establishment of the steering group, there had been a structure, albeit an ineffective one, at Phoenix College. Data was collected, analyzed, summarized and shared with the campus community. However mechanisms for using the data to improve student learning were missing. In addition, the college lacked a college wide investment in the process.

INTRODUCTION

Accrediting bodies and legislators are requiring colleges to assess the quality of their courses, programs and services. To effectively address these requirements it is necessary for community colleges to form steering teams that will give focus and direction to the assessment effort. The purpose of this article is to review the process utilized by a community college assessment steering team to organize, to examine the qualities of leadership that are required to maintain and give direction to assessment endeavors, and to give a brief overview of the methods utilized by team members to measure student learning.

GOALS OF THE STEERING GROUP

- ☐ develop infrastructure committees, liaisons, and administration, all with shared values and common goals;
- ☐ facilitate the development of general education outcomes;
- ☐ organize college committees to measure outcomes;
- ☐ provide feedback through college committees to improve student learning;
- ☐ generate and sustain enthusiasm on campus; and,
- ☐ provide information about assessment to faculty, staff, student services, and NCA.

TEAM FOCUS

The first course of action was the formation of the team. It was essential to create a team representative of the college environment and one that was tied to the budget process. The team needed skilled facilitators and individuals who possessed the leadership qualities that would be required of them. Members of this steering team would be required to facilitate communication and collaboration of the assessment goals and activities across campus. The composition of the steering team was designed by the committee co-chairs: the Faculty Assessment Coordinator, (faculty representation) and the Dean of Instruction, (administration). The Steering Team reported to the Chief Academic Officer, (the President). The team consisted of faculty from different disciplines and department/programs, along with the Director of Research and Development. All members of the steering team had equal power. Each participated equally, and communication among group members was effective.

The composition of the campus steering committee included the chairs of the four general education outcome areas: numeracy, writing, oral presentation, and team building. Each chair organized a committee to include faculty members from across disciplines. In the early stages each committee met at least once a month to organize and discuss assessment methodologies and to create a process and design a rubric.

All four general education teams formulated campus outcome statements that were consistent with the ideas of the faculty community. In addition, all four teams formulated a rubric and gathered samples for a pilot study. For example, the outcome statement for the oral presentation committee was, "Phoenix College students in college level courses will be able to plan and deliver an oral presentation to a target audience at a satisfactory level." Discussion followed on the formulation of a rubric to measure the outcome and a process for the collecting of the samples for a study. The rubric included eight competencies. The committee selected a "yes-no" for the evaluation of the competencies. Committee members then evaluated videotapes of oral presentations made by students in classes to see if they met the oral presentation requirements of the committee.

In the area of occupational programs, the occupational chair, a member of the college steering committee for outcomes assessment, identified the need for a subcommittee representative of the 50 plus program directors on the committee. These four individuals, selected by the chair of the occupational

programs at Phoenix College, discussed the outcome statements designed to meet all 50 plus programs. The group formulated an outcome statement and developed a process of collecting data and a rubric. The outcome statement, "Occupational programs at Phoenix College will prepare students for the workforce." The rubric utilized to measure the outcome included: a statement on methods of evaluation, when the method would be conducted, the responsible person, and the audience to be addressed. Most importantly, their work addressed the changes that would be made in the program as a result of the evaluation.

The administration lent its support by providing the necessary budget required to complete the task assigned. Meals were provided for organizational workshops, and travel funds were established for those attending assessment conferences.

Secondly, the steering team needed a strategic plan that was consistent with the group's values and philosophy of assessment. Focus, direction and energy were needed to identify the results that would be used to evaluate student learning. Facilitating the development of this strategic plan was the role of the co-chairs. Together they led the team and faculty in establishing values, which were consistent with the Maricopa Community College values. Those values were: faculty-driven process, cross-disciplinary faculty representation, collaboration of faculty and administration, college community participation, and the use of assessment data to help judge student progress.



ETHICS IN LEADERSHIP

How to Build Success Into Assessment Teams



For the assessment effort to work, it required the involvement of many people. The team had to continually reassess and refocus its energy. Thus, motivation became a central requirement of everyone involved.

Faculty socialization was also an important process utilized to create this assessment program. Events were planned so faculty could meet new participants and discuss assessment activities in their classrooms. The faculty socialized and shared experiences of successes and failures. These activities were planned, spear headed, and supported by the committee chairs; the campus assessment leaders.

LEADERSHIP QUALITIES

For this assessment endeavor to be successful members of the steering team, as well as the committee chairs had to possess the qualities/traits characteristic of good leaders. Most importantly, they empowered other faculty members with the knowledge and skills required for success. The more faculty members actively involved in the assessment plan the more successful it would be. They needed to be forward looking as they addressed new and changing concepts in the world of assessment. And, it required competent, dependable, individuals who were influential on campus.

The leadership style invested in these people made this college-wide assessment program successful. Investing in people encouraged more individuals to become knowledgeable of campus assessment. It was essential that the level of

awareness met that of the individuals mentoring them, otherwise there would have been little campus involvement. In addition it was also important to involve the Chairs early in the development, and to continually elicit their support and involvement by keeping them informed.

Communication was essential. In the beginning, the steering committee would meet weekly to discuss and collaborate on ideas. As the steering committee became more aware of values and goals bimonthly meetings were appropriate. Communication from the steering committee to the campus community was frequent and clear. Their communication was in the form of newsletters, e-mails, or campus updates, and the communication was frequent.

Patience as a leadership quality was very important for this to be a successful assessment endeavor. The leadership had to be respectful of the individuals new to the assessment process. The learning curve is slow in the world of assessment because the theories and information can be confusing and complicated. It takes time for everyone to get "on board".

And finally, the leadership had a commitment to the assessment process project. There were peaks and valleys for everyone involved in the process, but the leadership had to show constant and unwavering commitment to the task.

CONCLUSION

This successful campus wide student academic achievement plan included a steering committee with committee chairs from all outcomes assessment areas, faculty, staff development and administrative membership. The group had a plan, that depicted shared visions and goals as well as a method that establish good communication and, they continually reevaluated and refocused the process. The characteristic leadership qualities that were common to this group and that made for a successful team were good communication skills influence, patience, and commitment to the process.

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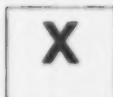


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